

W A S H I N G T O N
H I G H E R
EDUCATION
C O O R D I N A T I N G B O A R D

BOARD MEETING AGENDA

*Everett Community College
Jackson Center Auditorium
2000 Tower Street, Everett
February 23, 2006*

8:15 Continental Breakfast – HECB members
Olympus Board Room- no official business)

9:00 Welcome and Introductions

- Gene Colin, Chairman
- Michael Kerns, Interim President, Everett Community College

Approval of the January 26, 2006 Meeting Minutes

1

Executive Policy Committee

Gene Colin, chair

9:15 **Amendments to Board Bylaws**

2

The current bylaws were suspended by a unanimous vote during the board's special meeting on Jan. 9, to allow the board to elect its officers. The resignation of HECB former chair Bob Craves signaled the need to amend the bylaws so that it conforms with the provisions of SB 6557, calling for the board's election of its chair and vice chair, rather than being appointed by the governor.

The board will discuss proposed amendments to its bylaws at the February meeting and adopt the changes in March.

9:45 **HECB Legislative Issues: 2005 Status Report**

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Staff will provide an update on higher education bills and other related issues under consideration by the Legislature during this session.

10:15 Morning Break

10:30 Report of the Executive Director

Dr. James Sulton, Jr. will report on the status of various programs and activities.

Internet 2 and Beyond –Will Washington State be a Competitor or a Spectator?**4**

Dr. Louis Fox, UW vice provost, will discuss how changes in the Internet will transform both instruction and research in American higher education and how some of these changes will shape economic opportunities for many regions of the U.S., including Washington State.

12:00 The board will recess for lunch.
Olympus Board Room - no official business

1:00 Education Committee
Sam Smith, chair

Consent Items**New Degree Program Approval****BA in Women's and Gender Studies, EWU****5**

- Resolution 06-04

Ph.D. in Public Policy & Management, UW**6**

- Resolution 06-05

Expanding Access to Baccalaureate Degree programs: A Status Report on Implementation of House Bill 1794**7**

- Resolution 06-06

HB 1794 was passed by the 2005 legislature to help expand access to baccalaureate programs. The HECB is required to report on its progress in implementing the provisions of the law by December 2008. In January, staff provided a status report in the implementation of HB 1794 and described a set of measures that will be used to assess progress in the final report. The board will be asked to consider approving these measures during its meeting on Feb. 23.

1:15 Articulation and Transfer – Major Ready Pathways**8**

House Bill 2382 directed the HECB to convene work groups to develop transfer associate degrees called major-ready pathways. This is one of the mechanisms included in the 2004 Strategic Master Plan for promoting efficient transfer. An update on this endeavor will be presented to the board in February.

1:45 Fiscal Committee
Mike Worthy, chair

Senate and House 2006 Supplemental Budget Requests**9**

The governor's 2006 supplemental budget was presented during the board's January meeting. On February 23, the Senate and/or House versions of the supplemental budget will be compared to the budgets requested by the governor and the HECB.

2:15 2005-06 Washington State Tuition and Fee Report

10

Prepared annually, this report examines how tuition and fees at Washington public colleges and universities compare with other western states, all 50 states, and peer institutions. All data are available at the HECB website at <http://www.hecb.wa.gov>.

Public Comment

3:00 Adjournment

Public Comment: A sign-in sheet is provided for public comment on any of the items presented above.

Meeting Accommodation: Persons who require special accommodation for attendance must call the HECB at 360.753.7800 as soon as possible before the meeting.

HECB 2006 Meeting Calendar

Regular Board Meeting	Advisory Council Meeting	Location
January 26, Thursday		University of Puget Sound Wheelock Student Center Rotunda 1500 N. Warner, Tacoma
February 23, Thursday		Everett Community College Jackson Center Auditorium 2000 Tower St, Everett
March 30, Thursday		Western Washington University Old Main 340 516 High St, Bellingham
	April 20, Thursday	Highline Community College Student Union Bldg (#8), Mt. Skokomish 2400 S 240 th , Des Moines
May 25, Thursday		Whitman College Reid Campus Center, Ballroom B 345 Boyer Avenue, Walla Walla
	June 22, Thursday	Pierce College, Puyallup College Center Bldg., Multi-Purpose Rm 1601 39 th Ave SE, Puyallup
July 27, Thursday		Grays Harbor Community College Building 200, Room 220 1620 Edward P. Smith Drive, Aberdeen
	August 24, Thursday	Tacoma Community College Senate Room, Opgaard Student Center 6501 S. 19 th , Tacoma
September 28, Thursday		State Investment Board Board Room 2700 Evergreen Parkway NW, Olympia
October 26, Thursday		Yakima Valley Community College Deccio Higher Education Ctr, Parker Room 16 th Avenue & Nob Hill Blvd, Yakima
	November 16, Thursday	Highline Community College Student Union Bldg (#8), Mt. Skokomish 2400 S 240 th , Des Moines
December 14, Thursday		University of Washington Walker Ames Room Seattle



February 2006

Minutes of January 26 meeting - Draft

HECB Members Present

Mr. Gene Colin, chair
Mr. Bill Grinstein, vice chair
Mr. Hernandez, secretary
Ms. Ethelda Burke
Mr. Lance Kissler
Sen. Betti Sheldon
Dr. Sam Smith
Mr. Mike Worthy

Welcome

Gene Colin, newly elected board chair, welcomed those in attendance to the University of Puget Sound. Colin was appointed chair at a special meeting of the board on January 9. Also elected were Bill Grinstein, vice chair; and Jesus Hernandez, secretary. Current committee chairs remain in place.

Colin introduced UPS President Dr. Ronald Thomas. Thomas welcomed the board and provided a history of the campus, which began operation in 1888. Over the past 25 years, Thomas said, UPS has been implementing a strategic shift, gradually moving its focus from a comprehensive education to a more residential undergraduate education. The university is also partnering with Tacoma public schools and local businesses to address the issue of achievement gap, and is working with other schools to study waste reduction and environmental policies.

Bruce Botka honored

Colin presented Botka a plaque and read a board resolution recognizing his commitment and dedication to higher education as director of government relations for the HECB. After eight years, Botka is leaving the agency to assume new responsibilities in the governor's office, furthering the work on GMAP (Government Management Accountability and Performance).

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Minutes of December 15 and January 9 meetings

ACTION: Sam Smith moved to approve the minutes of the December 15 and January 9 meetings. **Mike Worthy** seconded the motion, which passed unanimously.

Consent Agenda Items approved

ACTION: Lance Kissler moved to approve two new degree programs on the consent agenda: Master of Arts in Culture Studies at UWB (**Res. 06-01**), and Bachelor of Arts in Computing and Software Systems at UWT (**Res. 06-02**). **Sam Smith** seconded the motion, which passed unanimously.

Executive Policy Committee ReportLegislative Update

Bruce Botka described three key components that are driving this year's legislative session: the state's additional revenue dollars, the impact of the WASL requirement, and the policy discussions around Washington Learns.

Botka then provided an update on pending higher education legislation.

- HB 2867 and SB 6464 would clear the way for WSU Tri-Cities branch campus to develop into a four-year institution.
- SB 6744 would provide 100 GET units as scholarships to students who maintain a 3.5 G.P.A. and pass the WASL on the first attempt -- and whose family incomes do not exceed 100 percent of the state's median family income.
- SB 6780 would establish a "math-science scholar" high school diploma and calls for full-tuition scholarships for students who earn the diploma and pursue math-science studies in college. This bill supports the board's effort to increase minimum college admission requirements.
- HB 2630 calls for creation of a new "credential" for job training students in high-demand occupational fields, and would provide an "opportunity grant" (administered by the State Board for Community and Technical Colleges).
- SB 6271 would establish zero-interest college loans administered by the HECB for students whose family income is no greater than 135 percent of the state median (about \$93,000 for a family of four). This is the same income standard that was applied to Gov. Locke's Promise Scholarship.
- SB 6811 would reinstate funding for the Promise Scholarship. While the 2005 Legislature discontinued funding for the scholarship, the program remains in statute. This measure would provide \$6 million in 2006-07 to re-fund the scholarship.

- SB 5360 calls for a study of the performance and funding of Running Start students. The Senate has passed this bill and sent it to the House.
- HB 2817/SB 6697 would direct the public colleges and universities to expand access to programs in the fields of engineering, technology, biotechnology, math, science, and computer science. The HECB would make annual progress reports in those areas. The HECB has suggested an amendment to this legislation that would shift reporting to a biennial cycle, which would match up better with related initiatives -- including the workforce needs assessment, the HECB's statewide needs assessment, and the biennial budget process.
- HB 2507/SB 6487 are designed to penalize institutions that issue false academic credentials. The measures would establish civil (HB 2507) or criminal (SB 6487) penalties against those who knowingly use false credentials for personal or business benefit.
- HB 1434, backed by Reps Cox, Priest, and Jarrett, would establish a strategic direction for higher education.

Discussion on teacher shortages (particularly math and science) and teacher certification

Bill Grinstein asked about the anticipated need for teachers over the next five to seven years. Botka said there are a lot of variables and that the projected need is subject to a great deal of interpretation. What has resonated with the legislature is the need for more teachers.

Grinstein said other facets of the discussion include the need for adequate resources in the K-12 system, and -- from the HECB's point of view -- the need for "seats" in higher education to train the teachers.

Sulton said HECB staff have begun to engage with the Washington Association for Colleges of Teacher Education in order to understand the deans' perspective about teacher shortages and how to best resolve the problem. Jennifer Wallace, executive director of the Professional Educator Standards Board, along with two staff members from OSPI -- Arlene Hett and Andrew Griffin -- have been invited to the boards' April advisory council meeting to further discuss teacher shortages.

Betti Sheldon said it is important for the HECB to focus on the teacher-shortage issue and help move the discussion toward an actual plan that would remedy the situation.

Sam Smith said there is a lot of discussion about math and science on the federal level. He spoke about the new commission appointed by the U.S. Secretary of Education that is looking at the future of higher education. The commission is working with a number of national organizations -- including state boards -- to develop a competency-based testing system. Although Washington state has decided not to become a major player in this initiative, Smith believes this shouldn't stop the HECB from taking some leadership in the issue. Sheldon agreed.

Ethelda Burke said there is also a need to address the certification and endorsement of teachers in math and science, special education and foreign languages. She said the funding that the governor is advocating to help students pass the WASL is not going to help unless there are qualified teachers to support that work. She hopes the HECB will be able to help come up with a plan to address teacher certification as well.

Discussion on high-demand fields

Colin asked if there are efforts to come up with a universally-accepted definition of a high-demand field. Sulton said there is no universal acceptance of what constitutes a high-demand field, and Botka explained that several definitions have been in play for a while. When the HECB was charged with allocating funding for high-demand enrollment grants, agency guidelines indicated that excess student demand and excess employer demand must be demonstrated in order for a program to be considered high demand. Smith asked if it is incumbent upon the HECB to generate a definition and identify high-demand areas. Botka responded that in his opinion, the board should take that step.

Discussion on needs assessment

Grinstein commented on the lack of sufficient detail in the studies put forth by the Workforce Training and Education Coordinating Board (WTECB), the State Board for Community and Technical Colleges (SBCTC) and the HECB on the relationship between capacity and demand. He said this remains a gray area that the board is in a position to address more specifically.

Botka said the needs assessment study by the HECB represents the first-time student, community and employer needs and demands have been collected and reported out. The study Grinstein referenced is limited to employer needs.

Discussion on HB 1434

Mike Worthy asked Botka to compare the proposal sponsored by Reps. Cox, Priest and Jarrett to the 2004 master plan. Botka characterized HB 1434 as more prescriptive in establishing goals and targets than the board's master plan. He said the strength of the strategic master plan lies in its two easily understood goals and the specific strategies aimed at supporting each goal.

Sulton said the proposed legislation has taken an inductive approach, while the master plan is more deductive. He said there are unanswered questions about financing and the mix between public and private efforts.

Governor's proposed 2006 supplemental budgets

Fiscal committee chair Mike Worthy reminded the board that supplemental budget proposals are limited to emergent issues, technical corrections, improved efficiencies, mandatory caseload/workload changes, and changes in capital project scope or purpose. He introduced Marc Webster from the Office of Financial Management to discuss Gov. Gregoire's proposed supplemental budget as it relates to higher education.

Webster began by saying that although there is an unexpected surplus in the budget, most of it comes from very volatile sources, which may not be available in the future. As a result, the governor is proposing that a fair amount of the surplus be placed in reserve.

Webster said the governor's higher education budget focuses on the institutions' top priorities. The HECB would receive \$75,000 for the GEAR UP program, which would otherwise experience a deficit beginning in 2007 due to unexpected participation rates. Although this level of funding is expected to keep the program sustained through 2007, more research will be required prior to the 2007-09 biennium to determine how much additional funding is needed in future years.

Holly Lynde, fiscal policy analyst, summarized the supplemental budget process. Gov. Gregoire introduced her supplemental budget proposal on December 20, and both the House and Senate will use that document as a guide for developing their own budget proposals in February. Once the House and Senate have passed their individual budget proposals, a conference committee will work out the differences between the two. The regular legislative session will end March 9.

Jim Reed, interim director of fiscal policy, provided an overview of the governor's proposed 2006 capital budget.

Education Committee report

Sam Smith, Education Committee chair, briefed the board on the January 17 accountability meeting. A broad range of participants -- including members of the legislature and the governor's office, OFM, and representatives from the colleges and universities -- discussed the need to come to a mutual understanding about the institutions' performance measures. A follow-up meeting with staff is planned.

House Bill 1794

HECB Senior Director of Academic Affairs Randy Spaulding provided an update on HB 1794, which was passed by the 2005 legislature to help expand access to baccalaureate programs. The new law has two major provisions: (1) it authorizes freshman enrollment at three branch campus (WSU Vancouver, UW Bothell and UW Tacoma) -- in effect allowing these institutions to develop into four-year institutions; and (2) it authorizes up to four pilot programs in which selected community and technical colleges would directly award applied baccalaureate degrees.

Spaulding said the awarding of baccalaureate degrees at the community colleges could have a considerable impact on financial aid programs -- especially the State Need Grant, and that implementing the measure will require some policy changes.

Smith noted that the two research universities and the independent colleges were not listed as possible partners with the community colleges. Spaulding clarified that although the measure did not include the main research campuses, the independent colleges could participate; however

they would not receive state funding. Spaulding also clarified that the community colleges would be required to follow the HECB's degree-approval process.

Jesus Hernandez suggested that it is incumbent upon the HECB to consider the potential for unintended consequences in these endeavors. He said there is a need for the board to provide leadership in analyzing the proposed changes.

Worthy suggested that the board's concerns be included in the final report to the legislature and the governor in 2008, remarking that the board has editorial license to do that.

Spaulding concluded his report by discussing the measures that will be used to assess progress in the implementation of HB 1794; including accreditation, HECB program approval, cohort persistence and freshman applications. The board will be asked to adopt the measures at its February meeting.

Diversity Report

Sulton briefed the board on the status of minority students in Washington state, including enrollment, academic progress, graduation rates, and population projections. He said there are huge academic achievement gaps in all sectors of education. And because the state's minority population is expected to grow significantly over the next few years, the state must find a way to bridge the achievement gaps and ensure that minority students are prepared to succeed in college.

Lance Kissler suggested additional grass-roots efforts and culturally-based research to find out why the state continues to see low numbers of African-American, Hispanic, and Native American students completing their post-secondary education. Grinstein suggested looking at the schools' outreach efforts and recruitment policies.

Hernandez shared his experience from his own K12 school district in Wenatchee, which has a significant Hispanic population. By planting the seeds early on and working with middle-school students, the district has been successful in helping students and their families believe that college is within their reach. Hernandez said that normally, the rural Hispanic population does not expect to attend college.

Burke mentioned a similar program in Tacoma, sponsored by the Gates Foundation, that introduces middle-school students to college. She said there are several initiatives in the area that address the minority academic achievement gap. Sheldon agreed that it is important to reach out to middle-school students.

Smith said the board has a moral obligation to make an impact on this issue. He said that a number of things can be easily done -- such as posters or other types of information targeted at minority students. He referenced a marketing plan implemented by the California Board of Education.

Hernandez said the board can identify some of the best practices already in place to reach minorities and help to expand their participation rates.

Competency-based Transfer Pilot Project

Andi Smith, policy analyst, presented a draft report on the progress of the competency-based transfer pilot project for board approval. HB 1909 directed the HECB to select higher education institutions to participate in a pilot project in order to define the competencies that students must have to pursue certain upper-division coursework. The current transfer system is based on “seat time” -- or the accumulation of credits through successful completion of specific classes.

Working with Eastern Washington University, Spokane Falls Community College and Spokane Community College, HECB staff have come up with a recommendation -- based on the results obtained from the pilot projects. The faculty in the three schools approached the work differently and consequently had varied results; however, the themes were similar.

- Data does not exist to demonstrate that competency-based transfer actually makes the system more efficient or effective.
- While expansion of the pilot projects would require a significant investment by the state, it is unclear whether the investment would pay off.

Sam Smith said there is a national trend for competency-based transfer.

Grinstein expressed concern that opportunities for transfer are limited without articulation agreements.

ACTION: Mike Worthy moved to approve the competency-based transfer report for submission to the legislature (**Res. 06-03**). Sam Smith seconded the motion, which passed unanimously.

Director's Report

- Sulton introduced two additions to the HECB staff: Rachelle Sharpe will fill a newly created position as program and policy analyst for student financial assistance. Weiya Liang has accepted the position of associate director for GEAR UP.
- Margaret Spellings, U.S. Secretary of Education, has established a commission on the future of higher education (mentioned earlier by Sam Smith). The commission is charged with developing a comprehensive national strategy for postsecondary education. The hope is that this strategy will address the higher education needs of America's diverse population, and also address our country's emerging economic needs. The commission plans to meet in Seattle in the near future; details are yet to be determined.

- Initiated in 1999, the Institutional Child Care Grants program was established to address the need for high-quality, accessible, and affordable childcare for students in Washington's public baccalaureate institutions. In 2003-05, the Legislature appropriated a total of \$150,000 to fund this program, with another \$105,000 earmarked for the 2005-07 biennium.

Regional Planning Update

SIS (Skagit, Island, and Snohomish Counties) Study

Reed introduced consultants Tom Johns and Bill Sanford who have been working with the HECB in determining higher education needs in the Skagit, Island and Snohomish counties area, as directed by the legislature. Following the 2005 legislative session, two project organization groups were created: (1) a local advisory committee and (2) a workgroup consisting of faculty representatives from all over the state. The HECB is directed to deliver a recommendation to the legislature by December 2006. Reed summarized current findings and next steps.

Reed described the genesis of the SIS project. The Skagit, Island and Snohomish counties area community have long felt the need for a higher level of service in higher education, particularly in the four-year sector. Ten years ago the HECB conducted a study that found there was, in fact, unmet need to be addressed -- even with the additional capacity provided by UW Bothell. The current study will determine whether those unmet needs still exist.

Grinstein asked about the different population and participation growth rates in the SIS area and how those rates compare with growth rates in the rest of the state. Tom Johns replied that the project team chose the statewide participation rate as one of the variables. By 2015, the project team hopes to increase enrollment in the SIS region to the current statewide level -- with the understanding that over time, statewide levels will change.

Smith asked where students in the tri-county area are currently attending college, and whether programs will be prioritized. Reed said that some students attend in-state institutions, while others go out-of-state. He said it is clear there is a broad demand, and that a comprehensive solution is needed. The costs have yet to be determined.

Smith asked if the team is considering a new institution, or a new branch of an established accredited institution. Reed said the team is looking specifically at the needs of the area, and approaching the project with no preconceptions for an outcome. Those alternatives will be evaluated at a later point.

Worthy agreed that it is premature to discuss a new institution or a new branch of an institution. The project team is still in the process of identifying the needs and exploring the most efficient way to address those needs. He advised that it is in the board's best interest to ensure the broadest possible community input to avert challenges in the future.

Sheldon observed that the project coordination team consists largely of college and university representatives from institutions that would lose students to a newly established institution. She

asked whether those representatives expressed concern that they would be losing a portion of their student population. Reed responded that expansion of market share will be addressed when area needs are fully evaluated.

If the study's conclusion included building a new institution, Smith advised the team to think about building an innovative "next-generation university," which can be made possible by partnering with foundations and private businesses.

Hernandez discussed the challenge of considering statewide needs rather than just the needs of one area. He asked how close the board is to mapping out the entire state and identifying where the needs are. "How does the board know there is not another area with a higher need than the SIS counties?" he asked. Reed explained that Strategy 6 in the strategic master plan discusses regional planning, which is an ongoing study. Assessing statewide needs is a part of the study and staff will make recommendations based on those assessments.

WSU Tri-Cities Report

Andi Smith provided background information and a status report on potential development of the WSU Tri-Cities branch campus.

The Tri-Cities Industrial Development Council (TRIDEC) has held a series of well-attended town meetings to help determine the future of higher education in the area. Along with local business and community support, TRIDEC has drafted five options for future development of the WSU-TC campus and a vision for education as a whole system -- inclusive of the K-12 sector. Based on their planning and vision, TRIDEC has submitted two legislative requests:

- Full authority to offer lower-division coursework for all major programs (in addition to biotechnology, which was approved by the 2005 legislature); and
- \$350,000 to conduct further study and planning.

Rep. Kenney has sponsored HB 2867 to provide \$350,000 to plan, support expansion, and grant four-year authority to WSU Tri-Cities, beginning in fall 2007. SB 6464 would allow the campus to admit freshman and sophomore students beginning fall 2006, but does not require additional planning. The HECB has requested an amendment to SB 6464 requiring the campus to conduct additional planning.

Worthy asked Grinstein (who recently retired from PNNL) whether there is an indication that constituencies in the area are closer than in the past. Grinstein recognized that coming to agreement on a proposal is the biggest challenge people face, but he believes that the community is in agreement on this issue and that the area has a better foundation than in the past. PNNL provides a science resource that is unduplicated anywhere in the world in terms of equipment.

Financial Aid Committee

Jesus Hernandez, chair of the Fiscal Committee, introduced John Klacik, Director of Student Financial Assistance. John gave a report on the agency's financial aid programs for 2004-05,

including total funds awarded, total numbers of students served, notable events and current legislative interest in student financial assistance.

Some of the 2004-05 highlights in Klacik's report included:

- The total number of financial aid recipients for 2004-05 was 137,000.
- Washington ranked 9th among all states in providing need-based aid, with an average of \$521 awarded per FTE.
- Of all enrolled students, four out of 10 receive need-based aid.
- State Need Grant and State Work Study funding have increased dollar-for-dollar to keep pace with tuition and fee increases.
- The Promise Scholarship program will end June 30, 2006.
- Legislation introduced this session addresses several issues that could affect student financial aid:
 - Future teachers programs,
 - Merit scholarships in high school, and
 - Student financial assistance for non-traditional students

Adjournment: 2:50 pm



February 2006

Amending the HECB Bylaws

As a result of legislation passed in 2002, the board must amend its bylaws. Senate Bill 6557 stipulated that the chair, formerly appointed by the governor, and the vice chair, previously selected by the chair with the consent of the membership, shall be elected by the board.

Due to this required amendment, the board and its staff have taken the opportunity to review the bylaws in their entirety, and a slate of amendments has been suggested by the executive committee.

Election, Terms, and Duties of Officers

Implementation of the change to election rather than appointment of the chair was to occur subsequent to the departure of the chair who was in place at the time of the bill's enactment on June 13, 2002. The bill states that the board "shall select from its membership a chair and a vice chair who shall each serve a one-year term. The chair and vice chair may serve more than one term if selected to do so by the membership."

Executive committee recommendations include extending this election process to the office of secretary.

Recommendations also include limiting members to two consecutive one-year terms in a particular office, and add approval of meeting minutes to the duties of the secretary. The executive director remains responsible for keeping and distributing the minutes, and is also recognized as a non-voting, *ex officio* member of the board.

Other Highlights of Executive Committee Recommendations

The executive committee's recommendations also include the following:

- Allowing for meeting agendas and materials to be distributed via email;
- Adding a section regarding committee structure and specifying the formation of an executive committee; and
- Requiring the board to adopt the following year's meeting schedule during their regular December meeting.



BOARD BYLAWS

1. BOARD OFFICERS.

The officers of the board shall be the chair, vice chair, and secretary.

2. DESIGNATION OF OFFICERS.

The board shall elect from among its members a chair, vice chair, and secretary. Officers shall be elected to terms of one year, and no more than two consecutive one-year terms.

3. TERMS OF OFFICE.

The chair, vice chair, and secretary shall serve for one-year terms, which shall terminate on December 31 of each year, and until successors are elected.

4. DUTIES OF OFFICERS.

The **chair** shall preside at all meetings, shall appoint all committees, and may act as an alternate member of all standing committees with an equal right to vote, shall attest to resolutions approved by the board, and shall perform such other duties as deemed proper by the chair.

Vice Chair: Shall perform the duties of the chair when the chair is absent and shall perform such other duties as directed by the chair.

Secretary: Shall attest to resolutions approved by the board, and shall be responsible for approving meeting minutes. In the absence of the chair and vice chair, the secretary shall preside at meetings of the board.

5. COMMITTEE STRUCTURE

The board shall authorize such special or standing committees as are deemed necessary. There shall be an executive committee comprised of all board officers and such additional members as the chair shall designate.

6. VOTING PROCEDURES.

Voting procedures shall be as follows:

Quorum: Six members of the board shall constitute a quorum for the transaction of board business and, if only a quorum is present, a majority of the quorum shall be sufficient to transact business. If more than a quorum is present, all matters shall be decided by a majority of those board members present.

Vacancies: When vacancies occur on the board, the majority of the existing members shall constitute a quorum for the purposes of holding a meeting. When the existing membership is seven or less, four affirmative votes shall be required for final action.

Roll Call Vote: A roll call vote shall be taken at the request of any member of the board.

Voting: All members of the board shall have the right to vote on any matter coming before the board. Members may abstain from voting upon giving their reasons for so doing. There shall be no proxy voting.

6. BOARD MEETINGS

State law requires the board to meet at least four times each calendar year. The board shall adopt a meeting calendar for the succeeding year at its regularly scheduled December meeting. The board may meet at other times as determined by the executive committee.

7. ATTENDANCE OF MEMBERS

Board members are expected to consistently attend board meetings, and the chair may ask the governor to remove any member who misses more than two meetings in any calendar year without cause.

8. EXECUTIVE SESSIONS

An executive session may be held at the request of the chair, or at the request of any member with the concurrence of the chair, for any purpose that executive sessions may be held under state law.

9. AGENDA FOR MEETINGS

An agenda for each meeting shall be approved by the executive committee and mailed or delivered to each board member as early as possible prior to the next scheduled meeting. The agenda and materials for regularly scheduled meetings shall be delivered to members at least seven days before the meeting and may be electronically delivered. The agenda and materials for special meetings shall be delivered to members at least twenty-four hours before the meeting and may be electronically delivered. At regularly scheduled meetings the agenda may be revised or changed by vote of the members. At special meetings only matters on the agenda may be considered.

10. RULES OF ORDER.

Robert's Rules of Order, Newly-Revised shall serve as parliamentary authority for procedures not covered by these rules.

11. PUBLIC ATTENDANCE AND PARTICIPATION.

All meetings of the board, other than executive session, shall be open to the public. Any group or member of the public wishing to make a presentation or comment to the board may do so upon request to, and approval by, the board or at the discretion of the chair.

12. COMPENSATION OF BOARD MEMBERS.

Board members may be compensated at the rate stipulated in RCW 43.03.050, .060, and .240 for each day in attending a meeting or performing duties approved by the chair. An individual member may waive this compensation. Board members holding full-time employment with any agency of the federal, state, or local government are ineligible for compensation unless no compensation is received for working that day. Per diem and mileage shall be received in accordance with RCW 43.03.050 and .060.

13. EXECUTIVE DIRECTOR.

The executive director shall be appointed by the board and serve at its pleasure. The executive director shall be responsible for the agency's day-to-day operation, management, and implementation of all administrative programs. The executive director's authority shall include expenditure of board funds unless limited by board policy or action of the chair. The executive director shall submit an agency budget report to the board twice per fiscal year. In accordance with state and general practices, the executive director shall employ the necessary staff and any necessary consultants or service agencies.

The executive director shall serve as a non-voting, *ex officio* member of the board.

14. AMENDMENT AND SUSPENSION OF THE BYLAWS.

These bylaws may be amended at any meeting of the board upon notification, to all members, of the amendment at any meeting preceding the meeting in which the bylaws are to be amended. These bylaws may be suspended at any meeting by a two-thirds affirmative vote of the board.

15. MINUTES OF MEETINGS.

The executive director shall maintain records of proceedings of all meetings and be responsible for the distribution of minutes of the meetings and other official actions of the board. Following approval by the secretary, minutes of all regular and special meetings of the board shall be open to public inspection in the office of the executive director, and will be posted to the agency's Web site.

Proposed 2/23/06

BYLAWS COMPARISON CHART

	HECB (Current)	SBCTC	UW Board of Regents	Executive Committee Recommendation
Authorizing Language in Statute	RCW 28B.76	RCW 28B.50.050	RCW 28B.20.100-110	Not applicable
Duties of Officers	<p><i>Chair</i> – presides at meetings, appoints committees, acts as an ex officio member of standing committees (with equal right to vote), attests to resolutions.</p> <p><i>Vice Chair</i> – performs the duties of the chair when the chair is absent.</p> <p><i>Secretary</i> – presides at meetings in the absence of the chair and vice chair. Attests to resolutions.</p>	<p><i>Chair</i> – presides at all meetings, signs all legal and official documents, and (with director) executes contracts entered into by the board.</p> <p><i>Vice Chair</i> – assumes duties of chair in their absence. Serves as successor to the chair.</p> <p><i>Director</i> – serves as executive officer and secretary. Attends all meetings but is not entitled to vote. Keeps records of proceedings. Posts all legal notices.</p>	<p><i>President</i> – presides at all meetings, signs all contracts and written instruments.</p> <p><i>Vice President</i> – performs the duties of the president in the event of the president’s absence or incapacity.</p> <p><i>Secretary</i> – gives notice of all meetings, attends all meetings and makes and retains custody of minutes and records, custodian of permanent records of all rules and regulations, executes or attests to all contracts and written instruments, maintains custody of the seal of the university and affixes it to appropriate documents.</p> <p><i>Treasurer</i> – Is responsible for recommending, developing, and analyzing policy and procedures relating to the investment of endowments, gifts, and bequests, and other non-appropriated funds. Attend meetings of the finance, audit and facilities meetings as a non-voting, ex officio member, participates in preparation of agendas for such meetings.</p>	<p><i>Chair</i> – presides at all meetings, appoints all committees, and may act as an alternate member with an equal right to vote. Attests to resolutions.</p> <p><i>Vice Chair</i> – performs the duties of the chair when the chair is absent.</p> <p><i>Secretary</i> – presides at meetings in absence of chair and vice chair, attests to resolutions. Responsible for meeting minutes.</p>

	HECB (Current)	SBCTC	UW Board of Regents	Executive Committee Recommendation
Terms of Officers	"The chair shall serve at the pleasure of the governor, and the vice chair and secretary shall serve for one-year terms, which shall terminate on December 31 of each year, unless selected to continue in office."	"The term of office of members of the State Board for Community and Technical Colleges shall be four years and members shall continue to serve until the appointment and qualification of their respective successors."	"The president and vice president shall hold office for one year and until their successors are elected."	The chair, vice-chair and secretary shall serve for one year and until successors are elected.
Election	"The governor appoints the chair. The vice chair and secretary shall be appointed by the chair, subject to concurrence by the board."	"...the board shall elect from among its members a chair and a vice-chair who shall serve for one year until successors are elected."	"...the Board of Regents by majority vote shall elect a president and vice president who shall be members of the board."	...the board shall elect from among its members a chair, a vice-chair, and a secretary. Officers shall be elected to terms of one year, and no more than two consecutive one-year terms.
Secretary	Secretary only (see above).	"The director shall be the executive officer and secretary of the board..."	"The board by majority vote shall also elect a secretary...who need not be members of the board."	The board shall also elect a secretary.
Treasurer	Not included	Not included	"The board by majority vote shall also elect a treasurer...who need not be members of the board."	No change
Executive Director/ President	"The executive director shall be appointed by the board and serve at its pleasure." Responsible for day-to-day operation, management and implementations of all administrative programs. Twice-annual budget reports. Employment of necessary staff and consultants. "The executive director shall ensure that all employees are evaluated on December 31 of each year."	"The board shall appoint and fix the salary of a director who, under its supervision, shall administer the provisions of law and the rules and regulations established thereunder..." "The director shall... perform other such duties as are prescribed by the board and by law." No mention of employee evaluations.	"The president of the university shall be elected by the board upon receiving the affirmative votes of not less than two-thirds of the members of the board (excluding the student regent) and shall serve at the pleasure of the board." Responsible for management and conduct of all affairs of the university except those that are the specific responsibility of other persons or bodies." No mention of employee evaluations.	Strike "The executive director shall ensure that all employees are evaluated on December 31 of each year." Serves as a non-voting, <i>ex officio</i> member of the board.

	HECB (Current)	SBCTC	UW Board of Regents	Executive Committee Recommendation
Committee Structure	Not included.	"The Board shall authorize such special or standing committees as are deemed necessary."	Committees named and samples of topics of oversight clearly listed: <ol style="list-style-type: none"> 1. Executive Committee 2. Academic and Student Affairs 3. Finance, Audit and Facilities Also allows for appointment of special committees.	Adopt SBCTC language: "The Board shall authorize such special or standing committees as are deemed necessary." There shall be an Executive Committee comprised of all HECB officers and such additional members as the chair shall designate.
Board Meetings	"State law requires the board to meet at least four times each calendar year, and the board may meet at other times as determined by the chair."	Regular meetings are held a minimum of one per quarter. Annual meeting of the board held in June.	Regular meetings held "pursuant to a schedule and at locations established yearly by resolution of the Board. ...The President of the University, the President of the Board, or any six members of the Board may call a special meeting at any time" with 24 hours notice.	State law requires the board to meet at least four times each calendar year. The board shall adopt a meeting calendar for the succeeding year at its regularly scheduled December meeting. The board may meet at other times as determined by the Executive Committee.
Minutes/ Recordings	Executive director responsible for having minutes "taken, transcribed, and transmitted to board members. ...A verbatim report of the meeting shall be maintained in the board office.	"The director shall keep records of proceedings of all meetings, be responsible for the distribution of minutes of the meetings and other official actions of the board." "Minutes of the proceedings of the board of the previous meeting shall be prepared by the secretary and mailed to the members with the next meeting's agenda. ...The official minutes shall be bound and kept in the office of the director."	"The minutes of all regular and special meetings of the board shall be kept by the secretary. Such minutes, following approval, shall be open to public inspection in the office of the secretary..."	The executive director shall keep records of proceedings of all meetings and be responsible for the distribution of minutes of the meetings and other official actions of the board. Following approval by the secretary, minutes of all regular and special meetings of the board shall be open to public inspection in the office of the executive director.

	HECB (Current)	SBCTC	UW Board of Regents	Executive Committee Recommendation
Agenda for Meetings	<p>“An agenda for each meeting shall be approved by the chair and mailed or delivered to each board member as early as possible prior to the next scheduled meeting. The notice of such meeting, agenda, and materials should be delivered to members at least seven days before the meeting unless it is a special meeting allowing only twenty-four hours notice. At regular board meetings the agenda may be revised or changed at the discretion of the chair, but at special meetings only matters on the agenda may be considered.”</p>	<p>“An agenda for each regular meeting shall be prepared by the director and mailed to board members no later than four days prior to the meeting. The agenda shall be amended at the time of the meeting upon the request of either the chair or director.</p>	<p>Not less than four days before any regular meeting, the secretary shall mail to each member of the board a reminder of the regular meeting and a preliminary agenda setting forth the matters which are to be considered at the meeting. ...Addenda to the agenda of either a regular or a special meeting may be permitted at the commencement of or during such meeting, except that final disposition shall not be taken on addenda to the agenda of a special meeting unless notice as required by applicable law has been given.</p>	<p>An agenda for each meeting shall be approved by the executive committee and mailed or delivered to each board member as early as possible prior to the next scheduled meeting. The agenda and materials for regularly scheduled meetings should be delivered to members at least seven days before the meeting and may be delivered by email. The agenda and materials for special meetings should be delivered to members at least twenty-four hours before the meeting and may be delivered by email. At regularly scheduled meetings, the agenda may be revised or changed by vote of the members, but at special meetings only matters on the agenda may be considered.</p>
Amendment/ Suspension of Bylaws	<p>“These bylaws may be amended at any meeting of the board upon notification to all members of the amendment at any meeting preceding the meeting in which the bylaws are to be amended. These bylaws may be suspended at any meeting by a two-thirds affirmative vote of the board.</p>	<p>“These bylaws may be amended by a majority of the entire board provided the amendment was submitted at the previous meeting.”</p>	<p>“These bylaws may be amended or repealed in whole or in part by the affirmative vote of a majority of the members of the board at any meeting; ...a draft of the proposed amendment... shall have been given to each member at least four days prior to a regular meeting or with notice of a special meeting.”</p>	<p>No change.</p>

	HECB (Current)	SBCTC	UW Board of Regents	Executive Committee Recommendation
Section Titles	<ul style="list-style-type: none"> • Board Officers • Designation of Officers • Terms of Office • Duties of Officers • Voting Procedures • Board Meetings • Attendance of Members • Executive Sessions • Agenda for Meetings • Rules of Order • Public Attendance and Participation • Compensation of Board Members • Executive Director • Amendment and Suspension of the Bylaws • Minutes of Meetings 	<ul style="list-style-type: none"> • Name • Legal Basis • Authority • Membership • Officers • Meetings • Agenda • Minutes • Parliamentary Authority • Amendments • Fiscal Year of the State Board • Member Attendance Policy 	<ul style="list-style-type: none"> • Officers of the Board • Meetings of the Board • Committees of the Board • Officers of the University • Student, Faculty, and Alumni Representatives • Exercise of Powers • Standing Orders • Amendments 	<ul style="list-style-type: none"> • Board Officers • Election of Officers • Terms of Office • Duties of Officers • Committee Structure • Voting Procedures • Board Meetings • Attendance of Members • Executive Sessions • Agenda for Meetings • Rules of Order • Public Attendance and Participation • Compensation of Board Members • Executive Director • Amendment and Suspension of the Bylaws • Minutes of Meetings

HECB Legislative Issues: 2006 Status Report

This status report reflects legislative activity through February 10, 2006

Issue	HECB Perspective	Legislative Status
Supplemental operating and capital budgets	The HECB in December 2005 made recommendations to the legislature for supplemental operating and capital budget enhancements for higher education during the 2006-07 academic year.	<p>Governor Gregoire issued her proposed supplemental budgets in December for the second year of the 2005-07 biennium. Her proposals were summarized under Tab 6 of the board's January 26 agenda packet.</p> <p>Legislative supplemental budget proposals are expected to be released in mid- to late February.</p>
Regional planning and branch campus expansion	The HECB has undertaken a study of higher education needs and options in the Snohomish, Island, and Skagit counties region as directed in the 2005-07 capital budget. HECB staff also worked during the interim with a group of Tri-Cities education and community leaders to address issues that arose during the legislature's consideration of branch campus legislation (HB 1794) during the 2005 session.	<p>Bills have been introduced in the House and Senate (SHB 2867 and SSB 6464) to clear the way for the Washington State University Tri-Cities branch campus to develop into a full-fledged four-year university through the admission of freshmen and sophomores beginning either in fall 2006 (SB 6464) or fall 2007 (HB 2867). The house version would require WSU Tri-Cities to develop a plan that addresses the need for new degree programs and course offerings and to examine ways to use the talent in the area. WSU Tri-Cities would submit its plan to the HECB and the legislature by November 30, 2006. The Senate version of the bill does not require a plan.</p> <p>Legislation is being considered in the House (SHB 3113) to use the "university center model" to expand upper-division and graduate enrollments for students in the Snohomish, Island, and Skagit counties region. The bill is based on the development plan issued in fall 2005 by Everett Community College in response to last year's branch campus legislation.</p>
Tuition waivers		<p>The House Higher Education and Workforce Education committee has again approved legislation (SHB 1986, introduced in 2005) to direct the HECB to study current tuition waiver programs and practices, and to make recommendations for legislative consideration in 2007.</p> <p>Two bills addressing waivers for veterans continue to move through the legislative process (SSB 6695 and SHB 2233).</p>

Issue	HECB Perspective	Legislative Status
Financial aid legislation	By law, the HECB administers all state financial aid programs and coordinates state and federal assistance.	More than a dozen bills have been introduced this session to expand or create new financial aid programs, including proposals for grants, scholarships, and state-sponsored loans to students. A partial summary of these bills appears below.
Scholarships	The HECB currently administers the Washington Scholars program to recognize top-performing high school students, and is administering the final year of the Promise Scholarship.	<p>SB 6744 would provide 100 GET units as scholarships to students who pass the WASL on the first try and maintain a 3.5 GPA in high school, and whose family incomes do not exceed 100% of the state median. The bill did not pass out of the Senate Early Learning, K-12 & Higher Education committee.</p> <p>SSB 6780 would establish a “math-science scholar” high school diploma and calls for full-tuition scholarships for students who earn the diploma and pursue math-science studies in college.</p>
Conditional scholarships	The HECB administers conditional scholarship and loan repayment programs for students seeking to enter the teaching and health care professions.	<p>SSB 6783 would create a conditional scholarship and loan repayment program for students who enter math or science-based professions. The bill did not pass out of Senate Ways and Means.</p> <p>SHB 2989 and SB 6639 would expand preparation of math and science teachers for middle and high schools. Among other things, the bills would increase the number of conditional scholarships for prospective math and science teachers.</p> <p>SSB 6171 would provide conditional scholarships to classified K-12 employees who wish to earn teaching certificates for bilingual education or special education.</p>
Grants	The state’s largest higher education grant program is the HECB’s State Need Grant, which serves about 60,000 students per year.	ESSHB 2630 calls for (1) creation of a new credential for job training students in high-demand occupational fields; (2) the SBCTC to develop an “opportunity grant” financial aid program similar to Georgia’s Hope Grant; and (3) the Workforce Training and Education Coordinating Board (in cooperation with the HECB and SBCTC) to study barriers to job training access and completion.
Loans	The HECB does not administer direct loans to students. Guaranteed student loans are a major component of the federal government’s student assistance program.	SB 6271 would establish zero-interest college loans, administered by the HECB, for eligible students whose family incomes do not exceed 135% of the state median. The bill did not pass out of the policy committee.

Issue	HECB Perspective	Legislative Status
Reinstatement of Promise Scholarship program	The biennial state operating budget calls for elimination of the Promise Scholarship program following the 2005-06 academic year.	SB 6811 would restore the Promise Scholarship program and provide about \$6 million for scholarships in 2006-07. The 6-year-old program has provided two-year scholarships to thousands of students who graduated at the top of their high school classes and whose family incomes do not exceed 135% of the state median. The bill did not pass out of the Senate Early learning, K-12, & Higher Education. .
Tax Incentives	The HECB administers the state work study program and has identified a need for more students in math- and science-related fields.	SB 6293 would authorize tax incentives for employers that hire students in math and science programs. The bill did not pass out of Senate Ways and Means.
Running Start	The HECB supports expanding “dual credit” programs that provide students with credit toward both high school and college graduation.	The Senate voted 33-6 on Jan. 20 to pass ESSB 5360 . ESSB 5360 directs OSPI, with assistance from the SBCTC and HECB, to complete a study of the performance and funding of Running Start students. The Senate also approved the bill last year, but it died in the House.
Technology priorities	The HECB’s recent statewide and regional needs assessment identified several technology-intensive academic fields that should be expanded to meet student, employer and community needs.	SHB 2817 would direct the public colleges and universities to expand student access to programs in engineering, technology, biotechnology, math, science, and computer science. The HECB would make annual progress reports on enrollments, degrees conferred, program expansion and/or development. SSB 6697 is similar but requires institutions to develop alternatives for meeting the demand and biennial reporting by HECB of enrollments and degrees conferred in these fields.
False academic credentials	The HECB grants authority for certain institutions to issue degrees in Washington.	ESHB 2507 and SSB 6487 are designed to penalize institutions that issue false academic credentials and to establish civil (HB 2507) or criminal (SB 6487) penalties for persons who knowingly use a false credential for personal or business benefit.

Issue	HECB Perspective	Legislative Status
Higher Education Strategic Planning	The HECB develops a <i>Strategic Master Plan for Higher Education</i> every four years.	HB 1434 , originally introduced in 2005, would set targets for the state's investment in higher education by adding enrollments and making sweeping changes to tuition and financial aid. The bill also would require public colleges and universities to enter into performance contracts with the state. The bill did not pass out of the House Higher Education and Workforce Education Committee.
Cost of course materials	The HECB's enabling statute, as modified by SHB 3103, requires the board to serve as an advocate for students.	SHB 3087 and SB 6699 would require institutions to take several steps to reduce the cost of textbooks and other course materials, for instance by curtailing the practice of bundling course material where possible.
Rigorous high school curriculum	The HECB sets minimum admission standards, defining the high school curriculum necessary for students to be admitted to the public baccalaureate institutions.	SHB 2706 would require high school students entering ninth grade beginning in 2008-09 to take three credits of math and would require students entering ninth grade beginning in 2010-11 to take four credits of math.
College and career readiness centers	The HECB is in the process of defining college readiness definitions in English and science and has participated in the Transitions Math Project to define mathematics standards.	<p>SHB 3241 would require the State Board of Education to define the knowledge, skills, and abilities students must demonstrate to obtain a meaningful high school diploma, incorporating college readiness standards in at least English and mathematics. Community and technical colleges or educational service districts are directed to establish college and career readiness centers to offer basic education courses for students between the ages of 16 and 21. Students could attend the centers or continue to attend high school up to age 21.</p> <p>SSB 6821 would require OSPI, in conjunction with the HECB and SBCTC, to develop a work group to explore the creation of college and career readiness centers and report to the legislature no later than January 10, 2007.</p>



February 2006

Internet2 and Beyond -- Will Washington State be a Competitor or a Spectator?

Dr. Louis Fox, vice provost and professor at the University of Washington and a senior researcher involved in developing research and education applications for the next generation of the Internet, will discuss how the changes in the Internet will fundamentally transform both instruction and research in American higher education, and how some of these changes will shape economic opportunities for many regions of the US.

He will show the current design of the backbone of the next generation Internet (known as Internet2 and National Lambda Rail) and will explain how this infrastructure, as currently configured, can help Washington State. More important, he will discuss how critical the next few months will be in determining who will have access to this advanced technology and who will not.

Washington faces unique challenges to respond to this opportunity -- challenges of geography, resources, and political culture. Yet the state also has some unique assets, including the resources of various higher education organizations as well as support from state legislatures; the political influence of the state at the federal level; and the entrepreneurial spirit of the West.

Advanced telecommunications networks have become one of the cornerstones of collaboration for education and for research in the 21st century, as the commercial Internet has been unable to support intense bandwidth demands. The challenge will be to ensure that our colleges and universities, given the complex geography in this region, can participate seamlessly in national and multi-national efforts to create these advanced networks.

Broadband access, made available through advanced research and education networks, will transform American higher education. But it will do so only for those institutions and citizens who have access to this enhanced capability.

The challenge for Washington State will be to assure that all institutions and citizens share in these advances. Part of the discussion will focus on how the Higher Education Coordinating Board can help meet these challenges and gain access to this critical advantage.



February 2006

Bachelor of Arts in Women's and Gender Studies Eastern Washington University

Introduction

Eastern Washington University (EWU) seeks Higher Education Coordinating Board (HECB) approval to offer a Bachelor of Arts degree in Women's and Gender Studies (WGST). The program would offer students an opportunity to develop critical thinking, writing, and communication skills through an interdisciplinary examination of women's roles, contributions, history, and experiences and through the critical study of gender structures in societies and cultures. The program would begin in fall 2006.

Relationship to Institutional Role and Mission and the Strategic Master Plan

The program would draw on the strength of the existing undergraduate minor in women's studies. The current minor has been in place since 1975 and is an important example of Eastern's commitment to interdisciplinary scholarship. The program draws on faculty and coursework from a variety of disciplines. In addition to serving students wishing to complete a minor, the program is an important part of the general education curriculum providing 11 courses that meet the university's gender and cultural diversity requirement. These courses would serve as the core for the proposed bachelor of arts degree.

Program goals are consistent with the statewide strategic master plan goals of providing opportunities for students to earn degrees and responding to the state's economic needs. The program would provide students access to a baccalaureate degree program that would provide them with the critical thinking, writing, and communication skills that are essential in today's workplace. In addition, students who complete the program would have a foundation that would prepare them to work effectively with a diverse and changing workforce.

Program Need

The WGST program responds to needs expressed by students, employers, and community stakeholders. The HECB's state and regional needs assessment finds a need for additional

growth in the social sciences to respond to student, employer, and community demand. The past three years have seen very little growth in the number of degrees awarded in the social sciences; however, data indicate growth in a number of occupational fields that draw social sciences graduates, particularly human services fields for which an undergraduate degree in women's and gender studies would provide excellent preparation (especially when combined with appropriate graduate-level study). In addition, EWU consulted a variety of sources of information to establish student, employer, and community demand for the proposed program.

Student interest in the program was assessed through an examination of enrollment trends in WGST coursework and surveys administered to students. Over the past five years, the number of students choosing to minor in women's studies has increased from 15 per year to 35 per year in 2004-05. Results of student surveys conducted in 2003 and 2004 indicate that 61 students intended to complete a minor and 46 would likely select women's studies as a major if it was available. More generally, the survey found a great deal of interest in, and support for, the program. Some students expressed a need for the program as a way of fostering diversity and understanding on campus. A number of students saw the program as a complement to a range of other majors; and some students indicated a desire to pursue a double major, which is something the program could effectively accommodate in many cases.

Program developers also sought input from the community through a series of discussion groups with students, faculty, and community members. A key point raised during the discussion groups was the need to provide a great deal of flexibility in program requirements so that students could build out from the core curriculum in a variety of ways. The discussion groups also identified a need to find ways for students to apply what they learn. The program responded with a capstone requirement that includes a service learning project in which students will join with women's groups and community organizations that work on gender equity and promote social justice for women. The demand for the program and the need to integrate with service learning was strongly supported by the external reviewers.

The program would be the only baccalaureate degree program in women's studies in the Spokane area. Currently, the closest option for residents of the Spokane region is WSU Pullman. The women's and gender studies program is unique in its design as well. By including two interdisciplinary foundation courses in theory and research methods, the program follows the recommendation of the FIPSE-funded Social and Behavioral Sciences Curriculum Integration Project. In addition, the program would offer students the opportunity to receive credit through EWU's Prior Learning Option that is currently available only to students in the Interdisciplinary Studies Program.

Program Description

The WGST program draws on the strengths of EWU's current undergraduate minor in women's studies. The program would be developed using currently offered coursework and established faculty from a broad range of disciplines.

Graduates would be prepared for work in a variety of fields, with their skills and knowledge directly applicable to organizations that focus on service and advocacy on a range of social justice issues including housing, health, income security, and freedom from violence. In addition, the program would provide an excellent background for further study at the graduate level. The program would seek to develop in students a broad understanding of interdisciplinary scholarship and the role of women and gender in society, as well as an understanding of diversity and equity in society. Specific skills developed in the program would include critical thinking and analytical skills, writing skills, and communication skills.

The proposed program would consist of 45-52 quarter credits (30-35 semester credits). In addition, students would be required to complete a minor or certificate in another area, or complete a second major. Students would enter the program with a general education background and, in most cases, progress through the curriculum in four years. Adult learners who have acquired specialized professional or paraprofessional experience would have the option of developing a portfolio to document prior learning. Students could earn up to 45 credits toward general elective requirements using the prior learning option.

The curriculum would consist of 13-15 quarter credits of introductory and foundation coursework, including courses in theory and research methods. Students would engage in an additional 32-37 credits of required elective coursework.

The program would accommodate 10 FTE students in Year One and grow to 30 FTE at full enrollment in Year Five. Currently, the coursework that would make up the women's studies major is offered by a contingent of more than 20 faculty from a broad range of disciplines. Many of the courses are cross-listed with the "home" department of the faculty member. That practice is expected to continue; however, the plan does include a process to formally appoint faculty to the program through the use of affiliate faculty appointments and joint faculty appointments. Currently, 15 faculty have applied for affiliate status and the program director holds a joint appointment in women's studies and modern languages and literature. Through these mechanisms, the program would offer students a richer set of courses, as well as access to a larger faculty than would be otherwise available in a small program.

Students would be assessed based on clearly defined learning outcomes through evaluation of a capstone project and individual assignments. A rating scale would be used to assess student progress toward program outcomes. On a rotating basis, courses would be evaluated to assess assignments and exams. Every three years, courses meeting EWU's gender and cultural diversity requirement are assessed by the institution's General Education Coordinating Committee. Finally, an external advisory board made up of eight to ten community leaders would provide feedback on the curriculum.

The program would also be assessed using multiple measures and data sources. Clearly defined program objectives are established in the proposal; and the department would draw on the experience of seniors in the program, recent graduates, alumni, employers, and community members (through surveys and focus groups) to assess the degree to which the program is meeting its objectives, and identify areas and strategies for improvement.

Diversity

The program is designed to fit in Eastern's overall diversity planning. The program offers 11 courses that meet the university gender and cultural diversity requirement, and the department currently offers a number of cross-listed courses and co-sponsored presentations with the African American Education, American Indian Studies, and Chicano Studies departments. Recruitment for the program would be in concert with ongoing efforts by the office of admissions to attract a diverse student body.

External Review

The program was reviewed by two external experts – Noël Sturgeon, women's studies chair at Washington State University, and Susan Feiner, director of women's studies at the University of Southern Maine. Both reviewers expressed support for the program, citing a "pressing need" for this program and applauding the strong interdisciplinary core curriculum.

Professor Sturgeon provided enthusiastic support for the program and indicated that it would not conflict with other programs currently offered in Washington. In addition, she cited the strong demographic pool in the Spokane area. Overall, Sturgeon's assessment was that the program is consistent with programs nationally and is ready for implementation. She raised some concerns about administrative aspects of the program, suggesting that the program employ a full-time director and make additional use of joint faculty, with the caveat that joint appointments can be challenging (especially for new faculty), so mentoring may be important. In addition, she suggested a greater emphasis on service learning prior to the capstone project. Finally, Sturgeon suggested that the program be well prepared for success because it may grow faster than anticipated.

Professor Feiner highlighted a pressing need for the program and characterized the proposed program as "well conceived and pragmatic." She was impressed with the prior-learning option and felt that students in the program would be well-served by this alternative. She found that the proposal included a robust and fully-interdisciplinary curriculum, but suggested some curriculum modifications may be necessary in the theory and methods courses. She echoed Professor Sturgeon's concern about the director's position possibly needing to be full-time, and felt faculty officially being appointed to the department would be important to successful implementation of the program.

Program developers responded to the concerns raised in the review, clarifying that service learning is integrated into many of the courses and is required in the capstone course. Those implementing the program also would look for opportunities to continue to expand and improve their use of service-learning opportunities. With regard to program administration, program developers indicated that the movement to affiliated faculty was part of a strategy to formally constitute the women's and gender studies faculty cohort. In addition, they described the work of the WGST curriculum committee as more comprehensive than the name would imply, and

clarified that it would encompass a range of planning and coordination activities. Finally, program developers indicated that although the planned administrative support for the program would be commensurate with planned enrollment in the program, administrative support would grow as the program grew, if necessary.

Program Costs

The program would enroll 10 FTE students in the Year One, and grow to 30 FTE at full enrollment in Year Five.

The program draws on existing coursework and a contingent of more than 20 current faculty to deliver the required and elective coursework. The program director holds a joint appointment with another department and is assigned 66 percent to the women's studies program. The program costs described in the proposal are not new; rather, they reflect the allocation of existing resources to support the proposed degree program. The program would require a .5 FTE administrative staff position and a .75 FTE clerical staff position. Total faculty commitment is .66 FTE.

No additional startup funds or capital improvements are required for implementation of the program.

Total cost for the program is \$11,464 per FTE in the Year One and \$4,170 per FTE at full enrollment in Year Five, which is below the average cost per FTE in social sciences programs at EWU.

Staff Analysis

The proposed program would support the unique role and mission of the institution by providing students with an opportunity to engage in interdisciplinary scholarship while developing skills in critical thinking and analysis, writing, and communication.

The program also addresses the statewide strategic master plan goals of providing opportunities for students to earn degrees and responding to the economic needs of the state by providing students with access to knowledge that will enable them to respond to a changing and diverse workforce. The program also would provide students with the skills required to fill needed roles in the state's economy and/or successfully complete graduate work.

The program draws on an experienced and well-qualified faculty; however, the administrative structure of the program does raise some concern about sustainability over time. While the program would build on the infrastructure developed for the minor and that of the existing women's center, the vast majority of the faculty would not be appointed and tenured within the women's studies program. Rather, the program relies on voluntary participation of faculty from

a variety of other programs and departments that offer courses within the major. While this approach appears to have been successful for the minor for a very long time, the transition to a major entails a greater level of detail in terms of advising individual students. In addition, the total number of students served by the current program has increased significantly and is expected to continue to grow. These concerns were raised during the external review process and acknowledged by program developers. Developing affiliate faculty appointments and strengthening the curriculum committee into more of a steering committee structure are moves in the right direction; but, over time, further institutionalization of the program through additional joint appointments and more administrative resources would likely be needed. HECB staff recommend joint appointments be used to increase faculty for the program to at least 1.5 FTE at full enrollment, and the director and support staff FTE levels be increased commensurate with the number of student FTEs in the program.

The proposal outlines a well-defined, student-level assessment system with clear learning outcomes, including a comprehensive assessment of a capstone project. The proposal also lays out an assessment approach for the program as a whole that involves a variety of stakeholders and an external advisory group. The proposed program offers a well-defined assessment system with clear learning and program outcomes.

The program responds to demonstrated student, employer, and community needs, consistent with the state and regional needs assessment and the institution's own assessment of need.

The proposal outlines the role of the program in supporting diversity on campus, as well as strategies to integrate the program with campus efforts to attract a diverse student body.

The program would not duplicate existing programs. Estimated costs are reasonable; however, there is some question as to the degree to which the estimates accurately reflect the time commitment of the administrator and participating faculty. For example, it is not clear that faculty time outside the classroom in activities such as the curriculum committee are reflected in the administrative costs associated with the program. If faculty numbers are increased in Year Five to the level recommended by HECB staff, the cost per FTE would be approximately \$6,172 – just below average for social science majors at EWU.

Recommendation

Based on careful review of the program proposal and supplemental sources, HECB staff recommend approval of the Bachelor of Arts in Women's and Gender Studies at Eastern Washington University.

RESOLUTION NO. 06-04

WHEREAS, Eastern Washington University proposed to offer a Bachelor of Arts in Women's and Gender Studies; and

WHEREAS, The program would respond to demonstrated student demand by providing students with an opportunity to engage in interdisciplinary scholarship while developing skills in critical thinking and analysis, writing, and communication; and

WHEREAS, The program would serve the needs of employers and the community by preparing graduates to contribute to the community through work in a variety of service and advocacy organizations; and

WHEREAS, The program has undergone an extensive development and review process and has received support from external experts; and

WHEREAS, The costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Bachelor of Arts in Women's and Gender Studies.

Adopted:

February 23, 2006

Attest:

Gene J. Colin, Chair

Jesus Hernandez, Secretary



February 2006

Doctor of Philosophy in Public Policy and Management University of Washington

Introduction

The University of Washington is seeking Higher Education Coordinating Board (HECB) approval to offer a Doctor of Philosophy in Public Policy and Management. The program, to be offered by the Daniel J. Evans School of Public Affairs, would prepare students to engage in the social and natural sciences in formulating policy options and addressing challenges, as well as assessing the consequences of public policy solutions. If approved, the program would begin in fall 2006.

Relationship to Institutional Role and Mission and the Strategic Master Plan

The program would draw on the strength of the existing Masters in Public Administration (MPA) and enhance the Evans school's already strong public policy research capacity. With an emphasis on public service and policy research aimed at problems that are directly relevant to society and government, the Ph.D. in Public Policy and Management would contribute to the mission of the University of Washington through service to the state and the nation.

Program goals are consistent with the statewide strategic master plan goals of providing opportunities for students to earn degrees and responding to the state's economic needs. The program would be the first in Washington (and one of fewer than 60 nationally) to offer students the opportunity to earn a doctorate in Public Policy and Management. The Evans school contributes to the state's economy through faculty research, external grant funding, and the contributions of Evans school graduates.

Program Need

The Ph.D. proposal is a response to needs expressed by students, employers, and community stakeholders. The state and regional needs assessment finds that the state produces fewer professional and doctorate degrees than are required to meet the needs of Washington employers.

Student demand for the program was assessed based upon inquiries received by the Evans school. Over the past year, the school has received more than 50 inquiries from students interested in applying to the program. In addition, directors of public affairs doctorate programs around the country report that they have far more applicants than can be accommodated with existing programs.

Employer demand for graduates with a Ph.D. in Public Policy is strong and growing. Growth in demand for graduates is expected to continue, due to increasing enrollments in MPA programs around the country and the anticipated retirement of a large portion of the current faculty cohort. In addition, the hiring preferences of departments are changing. With the maturing of public policy as a field of study, programs are increasingly interested in hiring new faculty with the broader interdisciplinary training provided in a public policy program rather than discipline-specific specialists. Directors of public policy programs, including the Evans school, have reported difficulty in hiring faculty with the preferred qualifications.

While a majority of graduates would be expected to seek an academic post following graduation, there are a number of opportunities for graduates in research institutions, government agencies, and in the private sector as well. According to a survey of doctorate recipients conducted by the National Research Council, the unemployment rate for Ph.D.s in political and related sciences was only 1.4 percent in 2001 (the most recent year for which information is available).

The program would serve the community by training leaders for public service positions in government, non-profit organizations, and a variety of other endeavors. In addition, the Ph.D. program would focus primarily on training the next generation of faculty, but also would contribute to the community by strengthening research programs at the Evans school – with a special emphasis on service-oriented research projects.

The proposed program would be the first Doctorate in Public Policy to be offered in Washington, and one of fewer than 60 nationally.

Program Description

The primary focus of the program would be to prepare graduates for faculty positions in public policy. As a result, the program is designed to foster the skills necessary to successfully compete for and retain positions in academia. The program would offer students the opportunity to connect with faculty on research projects and through mentoring arrangements. In addition, students would be expected to teach courses while in the program. The department would commit to supporting each student with a teaching or research assistant position during the first three years of the program. Currently, the Evans school employs more than 40 teaching assistants and research assistants; many of these positions are held by current MPA students, while others are held by Ph.D. students in other departments. While the department hopes to continue to expand the number of teaching and research positions offered, the program does anticipate that some of these positions would be shifted to students in the proposed Ph.D. program over time.

Students admitted to the program would, in most cases, have completed a master's in public affairs or a related field. Students would be expected to present strong math and analytical skills, as well as having completed coursework in calculus, statistics, and/or economics. In addition, applicants would be expected to demonstrate excellent oral and written communication skills during the admissions process.

Students would complete a minimum of 90 quarter credits (60 semester credits) and would typically complete their degree program within five years. The curriculum is broken down into three phases. During the first phase of the curriculum, students would engage in a set of core courses that follow two streams. The first would be foundational work in public policy and management theory, and the second would focus on research design and methods. At the end of the first year of study, students would take a qualifying exam to assess their readiness to move forward in the program.

In the second phase of the program, students would develop specializations in theory, methods, a specific discipline, and a substantive policy area. Upon successful completion of a second-year assessment – comprised of written and oral exams – students would proceed to their general exam. After successful presentation of the general exam, students would advance to candidacy status and, thus, enter the third phase of the program; in which they would form a dissertation reading committee, prepare a dissertation, and complete a final examination.

In the first year, the program would accommodate 4 FTE students – growing to approximately 18 FTE students at full enrollment in the fifth year. Some of the courses would be open to Ph.D. students in other programs, as well as advanced MPA students. In addition, the program would draw on a number of existing courses offered in the Evans school and in other programs as part of the core curriculum. Course-sharing arrangements are in place with sociology, political science, and urban design and planning.

The program would draw on 28 faculty in the Evans school, providing depth and breadth of experience. All of the core courses have at least two regular faculty who teach the course on a regular basis.

As indicated above, students would be assessed throughout the program. In addition to the typical assessment within individual courses, students would be assessed across the curriculum in each phase of the program. One aspect that is perhaps unique in doctorate programs, and applauded by one of the reviewers, is the comprehensive first-year assessment that students would take following completion of their core coursework and prior to their specialization. In the second phase of the program, students would be assessed again, across both the core and their specialization areas. Finally, students' readiness for the dissertation would be assessed with the general exam and, of course, students would sit for a final examination upon completion of the dissertation.

The program would be assessed through a variety of approaches as well. First, the program would track its success through the successes of its students. Measures would include

completion and placement rates and graduate productivity in terms of publications. Students would also complete course evaluations and participate in exit interviews to provide feedback on the program.

Faculty participation in the Ph.D. program would be evaluated through teaching assignments and dissertation committee assignments. Also, the program would track collaboration between students and faculty – including research seminars and collaborative publications.

Finally, the program would request an external review of the program and outcomes.

Diversity

The Evans school is proud of its success in attracting a diverse student body to the current MPA program. About 18 to 20 percent of the students in the MPA program are students of color, which is about equal to the overall percentage of Washington residents holding bachelor's degrees. However, the school is not content with these results and is actively pursuing a number of strategies to improve program diversity. Strategies include a concerted effort – which has met with some success – to recruit and retain faculty of color. In addition, the admissions director and admissions recruiter share a commitment to improving diversity and have developed targeted recruitment strategies to attract students. The program also has significantly added to the financial aid offered to students to ensure that students are able to afford to attend the program.

External Review

The program was reviewed by two external experts: Astrid Merget, dean and professor at the School of Public and Environmental Affairs at Indiana University, and Brinton Milward, McClelland professor and director at the School of Public Administration and Policy at The University of Arizona. Both reviewers expressed support for the program and cited the shortage of qualified new faculty.

Merget endorsed the program with enthusiastic support, citing a number of strengths in the current MPA program and maintaining that those strengths position it well to mount a high-quality Ph.D. program. Merget indicated that the proposed curriculum is consistent with that of the leading programs nationally. In addition, she stressed the need for such a program to respond to the shortage of qualified new faculty; a shortage that is expected to worsen as current faculty retire. Merget did raise concern over the size of the program, suggesting that a cohort of only 4 FTE students may be too small. She also suggested that the administrative needs of the program may grow over time, requiring a larger share of the director's time than indicated in the proposal.

Milward indicated that the proposal made a strong case for the addition of this degree program and that it would have national as well as regional appeal. He cited the shortage of qualified

Ph.D.s to fill academic positions in the coming years, and suggested that graduates would be well positioned to compete for academic appointments at the top universities. In addition, Milward suggested that graduates of the Ph.D. program would have opportunities in “think tanks” and research institutes.

Program Costs

The costs outlined for the program would be met through reallocation of funds and new state funds, grants, contracts, and fee-based programs. The program would enroll 4 FTE students in the first year, growing to 18 FTE students by the fifth year of the program. The program would draw on existing faculty expertise. Program costs are estimated, based on faculty time equivalent to 1.4 full-time faculty positions. Administrative costs are based on a .2 FTE program chair and a .5 FTE administrative support position.

No capital improvements are required for program implementation.

Estimated costs provided in the proposal include the cost of the TA/RA positions. Because those costs would be passed on to whichever program employs the student, that cost is subtracted for the purposes of this discussion. In the first year of the program, costs are estimated to be \$49,825 per FTE – with a cost of \$18,183 per FTE at full enrollment in year five. Due to data limitations, the annual HECB cost study does not break out the cost of Ph.D. programs from other graduate programs, so while the proposed program would be delivered at a higher-than-average cost compared to other social science graduate enrollments, the cost does appear to be reasonable.

Staff Analysis

The proposed program would support the unique role and mission of the institution by providing students with an opportunity to earn a degree that connects with the research and public service missions of the university and the Evans School of Public Affairs.

The program also responds to the strategic master plan’s goals of providing opportunities for students to earn degrees and responding to the economic needs of the state. The proposal also responds to the needs and desires of students.

The program draws on an experienced and well-qualified faculty and would serve to enhance current and future research programs. The proposal also lays out a rigorous student assessment approach that would ensure quality by providing ample feedback to students. The proposed program assessment approach is comprehensive and includes feedback from a variety of sources, including an external review of the program and outcomes.

The program responds to demonstrated student, employer, and community needs; consistent with the state and regional needs assessment and the institution's own assessment of need.

Drawing on existing structures and relationships established in the current MPA program, the proposal outlines a strategy for recruiting a diverse student body, with a goal of continuing improvement over time.

The program would not unnecessarily duplicate existing programs and would be offered at a reasonable cost.

Recommendation

Based on careful review of the program proposal and supplemental sources, HECB staff recommend approval of the Doctor of Philosophy in Public Policy and Management at the University of Washington.

RESOLUTION NO. 06-05

WHEREAS, The University of Washington proposes to offer a Doctor of Philosophy in Public Policy and Management; and

WHEREAS, The program would support the unique role and mission of the institution by providing students with an opportunity to earn a degree that connects with the research and public service missions of the university; and

WHEREAS, The program would respond to demonstrated student, employer, and community needs, consistent with the state and regional needs assessment and the institution's own assessment of need; and

WHEREAS, The recruitment and diversity plan is well defined and builds upon an existing and successful infrastructure in the Evans School of Public Affairs; and

WHEREAS, The program has undergone an extensive development and review process and has received support from external experts; and

WHEREAS, The costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Doctor of Philosophy in Public Policy and Management at the University of Washington.

Adopted:

February 23, 2006

Attest:

Gene J. Colin, Chair

Jesus Hernandez, Secretary



February 2006

Expanding Access to Baccalaureate Degree Programs: A Status Report on Implementation of House Bill 1794

Introduction

The 2005 Legislature took an important step in expanding access to baccalaureate degree programs through the passage of House Bill 1794. The legislation brought together several strategies to improve access, which consisted of authorizing an expanded role for the branch campuses to include the development of lower-division courses, greater flexibility in admission of transfer students, and freshman enrollment at all four branches¹. The measure also encourages continued collaboration with the community college system and others in the delivery of baccalaureate-level education, through the implementation of proportionality and co-enrollment agreements.

In addition, the new law authorizes two pilot projects at the community and technical colleges. The first would allow up to four institutions to offer baccalaureate degree programs in an applied field, and the second would allow the community and technical colleges to contract with the regional universities, the branch campuses, and/or The Evergreen State College to offer degree programs on the community college campuses. Finally, the legislation transferred the management responsibility of the NSIS consortium to Everett Community College and directed Everett Community College to develop a plan to move the consortium from its current location at Everett Station to the Everett Community College campus and develop the consortium using a “university center” model.

Under the legislation, the Higher Education Coordinating Board (HECB) is required to report on the progress of implementing the new authorities granted in the measure by December 2008. This status update briefly outlines progress to date in the implementation of HB 1794. During the February 23 meeting, the board will be asked to approve a set of measures that would be used to assess progress in the December 2008 report.

¹Freshman enrollment at Washington State University Tri-Cities is limited to enrollment of students pursuing a bachelor’s degree in biotechnology.

Status of Implementation to Date

Branch Campus Expansion

Washington State University, Vancouver. The Legislature authorized expansion of WSUV consistent with a “metropolitan university,” as described in the campus self-study submitted to the HECB and the Legislature in December 2004. Pursuant to that plan and the funding provided in the current budget, WSUV plans to enroll 200 full-time equivalent (FTE) students in lower-division courses beginning fall 2006. Curriculum development is moving forward and the institution has begun receiving applications from prospective freshmen. While the bulk of the anticipated lower-division enrollments are expected to be first-time freshmen, the institution will likely accommodate a number of lower-division transfer students as well. WSUV is working with the HECB and the community and technical colleges to establish proportionality agreements.

Washington State University, Tri-Cities. The Legislature authorized expansion of lower-division coursework at the WSU Tri-Cities campus, along with freshman admissions, but limited freshman admissions to students enrolled in coursework leading to a bachelor’s degree in biotechnology. To date, the HECB has not received a proposal to establish a biotechnology degree at the Tri-Cities campus.

University of Washington, Tacoma. The Legislature authorized expansion consistent with a metropolitan university as described in the campus self-study submitted to the HECB and the Legislature in December 2004. Pursuant to that plan and the funding provided in the current budget, UWT plans to enroll 125 FTE students in lower-division courses beginning fall 2006. Curriculum development is moving forward and the institution has begun receiving applications for freshman enrollment. UWT is focusing efforts on freshman enrollment as they build out their curriculum in the first year. Once the curriculum is fully “on line,” the institution will provide greater opportunity for students to transfer at the sophomore level. UWT has established a proportionality agreement, signed by the State Board for Community and Technical Colleges (SBCTC) and the HECB, which establishes that the proportion of community college transfer students will not drop below 72 percent of the entering class, and upper-division enrollment will remain above the base year level of 1,300 FTE students.

University of Washington, Bothell. The Legislature authorized expansion consistent with the campus self-study submitted to the HECB and the Legislature in December 2004. Pursuant to that plan and the funding provided in the current budget, UWB plans to enroll 125 FTE students in lower-division courses beginning fall 2006. UWB has created a formal administrative structure for the lower-division coursework with rotating faculty assignments. Faculty are currently developing the curriculum, and new courses will be reviewed through the institutional process in the spring.

The institution has begun receiving applications for freshman enrollment. UWB is focusing efforts on freshman enrollment as they build out their curriculum in the first year. Once the curriculum is fully on line, UWB will provide greater opportunity for students to transfer at the sophomore level. In addition, the institution has established a number of co-enrollment agreements with local community colleges that will enable students to enroll concurrently at UWB and the community college. UWB has also established a proportionality agreement, signed by the SBCTC and the HECB, which establishes that the proportion of community college transfer students will not drop below 52 percent of the entering class, and upper-division enrollment will remain above the base year level of 1,150 FTE students.

Applied Baccalaureate Degrees

The Legislature authorized the development of up to four pilot programs that would allow the community and technical colleges to award bachelor's degrees in applied fields. In September 2005, the HECB approved revised program and facility approval policies and procedures that include procedures for the approval of applied baccalaureate programs at the community and technical colleges.

The HECB is working closely with the SBCTC on this project. SBCTC has established a timeline and criteria for the selection of the four pilot schools, and the first step in that process is underway. Six colleges submitted a "Notice of Intent" to submit a proposal to establish an applied baccalaureate program. In January, the SBCTC received applications and, during their April meeting, they will select four of the six colleges to submit proposals to the HECB for the establishment of the degree programs. Approved programs would enter a development phase in fall 2006 that would include review by the Northwest Commission on Colleges and Universities, curriculum development, and faculty hiring. The program would enroll students in fall 2007. Each approved program would enroll 20 FTE students in the first year, and 40 FTE students in the second year. Implementation of these programs is dependent on funding. The funding request is included in the governor's proposed supplemental budget package.

CTC/University Contracts

The Legislature authorized the development of up to three pilot programs that would allow the community and technical colleges to contract with the regional colleges, university branch campuses, and/or The Evergreen State College to offer baccalaureate degree programs on the community college campus. In September 2005, the HECB approved revised program and facility approval policies and procedures that include procedures for the approval of contracts.

The HECB is working closely with the SBCTC on this project. The SBCTC has established a timeline and criteria for the selection of the three pilot schools. Schools applying for the university contracts will submit a "Notice of Intent" in January 2006. SBCTC will receive full applications in March, and will select the three pilot schools during their April meeting. The selected schools will then submit the agreements to the HECB for approval, and the partner

institutions will submit appropriate documentation for approval of the degree program that is to be delivered at the site. The programs would enroll students in fall 2006. Each approved program would enroll approximately 40 FTE students in the first year, and 80 FTE students in the second year. Implementation of these programs is dependent on funding. The funding request is included in the governor's proposed supplemental budget package

NSIS Transition

Everett Community College has completed a draft report on its plans to develop the NSIS consortium using the university center model. The plan calls for relocating the consortium to Everett Community College by 2009 by adding additional space to an already planned building. The administrative operating costs would carry forward. In addition, the plan calls for enrollment funding at the regional university level for approximately 250 FTE students in 2006-07, and would grow to between 700 and 1,500 FTE in nine baccalaureate and four graduate programs by 2015.

The plan also includes a capital request of approximately \$14 million for the additional space needed to accommodate approximately 600 FTE students. In addition, the plan calls for distributed delivery options throughout the Snohomish/Island/Skagit County region; a portion of which would be housed at Skagit Valley College. Approximately \$3 million in capital funding would be required at Skagit Valley College.

Recommended Measures

The report required of the HECB in 2008 asks for data on the increased capacity at the upper-division level, as well as the number of degrees awarded. However, the timeline for the new degree program implementation will not allow enough time to compile reliable degree data.

For example, the applied baccalaureate programs at the community and technical colleges would not begin until fall 2007 and, for most of the proposed programs, the first full class of graduates would not complete their coursework until spring 2009. At the time of this report, we can expect that freshman enrollments at the branch campuses would be entering their junior year, applied baccalaureate students would be entering their senior year, and full-time programs offered through CTC/University contracts would graduate the first cohort of students. In addition, we can expect enrollment and programmatic growth at the NSIS consortium and finalized plans for the transition from the Everett Station site to the Everett Community College campus.

The following benchmarks and measures are proposed to provide the HECB and Legislature with the December 2008 update on progress in implementing the goals articulated in HB 1794. In addition to reporting on the benchmarks provided in the measures below, the HECB will also look at the impact of these changes on the institutions, including an examination of changes in institutional role and mission and changes external to any single institution, such as the impact on regional college participation rates and degree production.

Expansion of the Branch Campuses

- Establishment of proportionality agreements prior to the first freshman class
- Development of degree pathways, early-transfer pathways, and co-admission and co-enrollment agreements
- Approval of new degree program(s) (if required)
- Freshman application data
 - Applications received, offers extended, acceptance by students, fall matriculation (fall 2006, fall 2007, fall 2008)
- Transfer data
 - Lower-division transfers (annual transfers 2006-07, 2007-08)
- Lower-division FTE enrollments
 - Annual average FTE (2006-07, 2007-08)
- Freshman diversity/lower-division diversity
 - Freshman Pell percentage compared to institution
 - Race ethnicity compared to institution
 - Age compared to institution
 - Gender compared to institution
- Freshman persistence
 - Freshman to sophomore persistence (fall 2006 to fall 2007 and fall 2007 to fall 2008)
 - Freshman to junior persistence (fall 2006 to fall 2008)
- Governing board approval of changes to institutional role and mission (if required)

Community and Technical College Applied Baccalaureate Programs

- New degree program approval
 - HECB degree approval
 - Northwest Commission on Colleges and Universities Accreditation review and candidacy status
- Program course development
 - Number of courses
 - Type of courses (general education/major specific)
- Completion of faculty hires (if required)

- Baccalaureate application data
 - Applications received, offers extended, acceptance by students, fall matriculation (fall 2007, fall 2008)
- Major program/upper-division enrollments
- Upper-division persistence
 - Fall 2007 to fall 2008 persistence
- Baccalaureate degrees awarded by summer 2008 (if applicable)
- Upper-division diversity
 - Upper-division Pell percentage compared to institution
 - Race/ethnicity compared to institution
 - Age compared to institution
 - Gender compared to institution
- Governing board approval of changes to institutional role and mission

CTC/University Contracts (to be submitted jointly by CTC and Degree Granting Partner Institution)

- Contract approval
- Program approval (if required)
- Baccalaureate application data
 - Applications received, offers extended, acceptance by students, fall matriculation (fall 2006, fall 2007, fall 2008)
- Major program/upper-division enrollments
- Upper-division persistence
 - Fall 2006 to fall 2007 and fall 2007 to fall 2008 persistence
 - Fall 2006 to fall 2008 persistence
- Baccalaureate degrees awarded by summer 2008
- Upper-division diversity
 - Upper-division Pell percentage compared to institution Pell percentage
 - Race/ethnicity compared to institution
 - Age compared to institution
 - Gender compared to institution
- Governing board approval of changes to institutional role and mission

NSIS

- Completion of educational plan
- Growth in enrollment (310-340 FTE students in fall 2008 consistent with plan)
- Growth in degree program offerings (consistent with plan)
- Growth in the number of degree completions
- Timeline/status of consortium move (preliminarily due December 2005)

RESOLUTION NO. 06-06

WHEREAS, The 2005 Legislature authorized expanded access to baccalaureate degree programs through the passage of House Bill 1794; and

WHEREAS, State law (RCW 28.76.230) directs the Higher Education Coordinating Board to report on progress in implementing the new authorities granted in the measure by December 2008; and

WHEREAS, The three branch campuses that received full authority to admit freshman students – WSU Vancouver, UW Tacoma, and UW Bothell – have made progress in admission of a freshman class for 2006; and

WHEREAS, The State Board for Community and Technical Colleges has worked closely with the Higher Education Coordinating Board to establish a process and criteria for the selection of pilot institutions to award Applied Baccalaureate Degrees and University Contracts; and

WHEREAS, Everett Community College has completed a draft plan for transition of the NSIS consortium to Everett Community College, using the “university center” model; and

WHEREAS, The Higher Education Coordinating Board has reviewed the proposed measures to assess progress in implementing strategies to expand access to baccalaureate degree programs, as authorized in House Bill 1794;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the measures outlined in the *Status Report on Implementation of House Bill 1794*.

Adopted:

February 23, 2006

Attest:

Gene J. Colin, Chair

Jesus Hernandez, Secretary



February 2006

Articulation and Transfer: Major-ready Pathways

Background

The *2004 Strategic Master Plan for Higher Education* affirmed that the state must help transfer students earn their bachelor's degrees as efficiently as possible by reducing the barriers they face on their way to a baccalaureate institution. Each four-year institution requires different preparation for entry and often community college students complete courses that don't prepare them adequately for transfer. Thus, these students take more credits than they need to finish their four-year degrees. This is especially true for students who either don't know which baccalaureate institution they want to attend or don't get accepted to their first choice. Each extra course costs the student and the state additional resources and reduces the likelihood that the student will persist to earn his or her baccalaureate degree.

In recent years, students also have faced increasingly fierce competition for acceptance into certain academic majors at public four-year colleges and universities. Due to space limitations and other budget constraints, baccalaureate institutions have not had the capacity to accommodate all students and have begun to screen out applicants who are not well-prepared for entry into particular majors.

Community college transfer students often have been at a competitive disadvantage for entry into specific majors because their coursework hasn't matched well with the requirements at receiving institutions. Beginning in 2003, the academic leadership of the state's public two- and four-year colleges began working to improve their approach to preparing students for transfer into these majors.

In 2004, the Legislature passed House Bill 2382, consistent with the ongoing efforts of the community colleges and universities. The legislation directed the Higher Education Coordinating Board (HECB) to convene work groups to develop transfer associate degrees called major-ready pathways (MRPs). These degrees are included in the HECB *2004 Strategic Master Plan for Higher Education*, as a mechanism for promoting efficient transfer. The pathways are designed to prepare transfer students in the same manner as direct entry students for entry into their chosen major by outlining appropriate requirements and prerequisites in the freshman and sophomore years. The legislation specified that MRPs should be developed for nursing, elementary education, and pre-engineering.

Beginning in spring 2004, representatives from the HECB, Council of Presidents (COP), State Board for Community and Technical Colleges (SBCTC), and Independent Colleges of Washington (ICW) identified participants for work groups representing the three disciplines required by House Bill 2382. Faculty from two-year and four-year institutions across the state then began working to reach agreement on the curriculum requirements for each new pathway. This work was significant because each agreement needed to be negotiated statewide, representing a departure from “articulation agreements,” which are negotiated between two individual institutions. The inherent advantage for students is that they are now able to prepare for entry into a specific major at multiple baccalaureate institutions because requirements are very similar across the schools.

Wherever possible, the work groups were encouraged to stay within the boundaries of the current statewide agreements, the Direct Transfer Agreement (DTA) or the Associate of Science Transfer Degree (AS-T). The DTA and the AS-T allow students to transfer a “package” of coursework to baccalaureate institutions, eliminating the need to evaluate each course on a transcript.

Developing new pathways within the DTA and AS-T encourages institutions to identify specific courses that provide the best preparation for certain majors at baccalaureate institutions, while maintaining the ability to prepare for entry into multiple institutions. For instance, students who plan to major in psychology upon transfer can choose among a variety of natural science courses to attain a degree within the general DTA. However, students who intend to major in nursing upon transfer must take specific chemistry courses as part of their natural science requirements to be admitted to the nursing major. The Major Ready Pathway specifies these prerequisites within the framework of the general DTA so that transfer students are “major ready.”

Current Status

In late 2005, the Joint Access Oversight Group (JAOG) and the academic leadership of four-year institutions approved the agreements for nursing, elementary education, and pre-engineering. The specific requirements of each agreement are included in Appendix A. Community colleges now can begin designing associate degrees that follow these new pathways. Following internal review and approval, the community colleges can begin awarding the degrees.

The new major-specific pathways require students to make choices early in their academic careers. Students who decide to select a major later can still take advantage of the more generic pathways (DTA and AS-T), which provide them with broad preparation for a variety of majors. However, those students who select the more specific pathways will be the best prepared for their majors. While the new pathways do not guarantee admission to a college major or an institution, they do ensure that a student has received the best preparation possible.

Ongoing Work

Additional Major-ready Pathways

HECB staff are currently working with JAOG, SBCTC, and two- and four-year institutions to develop two additional major-ready pathways: business and engineering technology.

- **Business:** The pathway for business is based on the current Business DTA. This work group, which includes faculty and admissions staff from two- and four-year institutions, has been meeting for approximately six months. The group plans to complete the agreement by late March 2006.
- **Engineering Technology:** The engineering-technology group includes faculty from Eastern Washington University, Central Washington University, and Western Washington University, as well as several community colleges. The work is guided by previous work undertaken by WCERTE (engineering and engineering technology faculty), which identified the need to negotiate three technology pathways:
 - Electrical and Computer Engineering Technology Pathway, which will be ABET accredited (Accreditation Board for Engineering Technology) and based on the AS-T.
 - Mechanical Engineering Technology, which will be ABET accredited and based on the AS-T.
 - Industrial and Manufacturing Technologies, which will not be ABET accredited and based on the DTA.

Subcommittees of the larger work group have been meeting for several months to negotiate each pathway. The larger group will reconvene in March 2006 to review the work, identify next steps, and establish a completion date.

Communication and Ongoing Reporting

HECB staff are working with JAOG to develop communication strategies aimed at all community college students and their parents. This marketing effort emphasizes the importance of choosing the DTA, AS-T, and major-ready pathways as the most efficient road to achieving their educational goals.

The *2004 Strategic Master Plan for Higher Education* also calls for creating an inventory of existing associate degree pathways matched with corresponding four-year degrees. HECB staff are working with JAOG and the Intercollegiate Relations Commission (ICRC) to develop a list of MRPs for each baccalaureate area. Most baccalaureate majors will be served by the non-specific DTA or AS-T; however, this will help staff identify which specific pathways may still need to be developed in 2006-07 or later.

In January 2005, the HECB submitted to the Legislature and governor a report, *Articulation and Student Transfer*, which summarized the progress of the work groups in developing associate degree pathways. The board will complete a follow-up report in January 2007.

APPENDIX A

May 5, 2005

Pre-Nursing DTA/MRP

Statewide Major Ready Pathway (MRP) Agreement

This pathway is applicable to students planning to prepare for upper division Bachelor of Science, Nursing (Entry-to-practice/basic BSN pathway) by completing a broad selection of academic courses. Many students transfer to the BSN program after completing the Associate Degree Nursing (ADN) program (RN to BSN pathway); however, this agreement is not applicable to and does not alter those ADN to BSN articulation agreements.

This pathway streamlines preparation for the basic BSN pathway across the state. It does not, however, address the issue of significantly inadequate capacity (faculty, clinical opportunities, etc.) at the BSN level relative to workforce needs or current student interest. Due to high interest and limited space in BSN programs, admission to all BSN programs is highly competitive with many qualified applicants finding themselves on waiting lists for admission.

This document represents an agreement between the following baccalaureate institutions offering an entry-to-practice/basic BSN program and the community and technical colleges system. Baccalaureate institutions party to this agreement include: University of Washington, Seattle; Washington State University; Northwest University; Seattle University; Seattle Pacific University; Pacific Lutheran University; Walla Walla College. The Washington State University Intercollegiate College of Nursing (WSU-ICN) is a consortium whose members include Eastern Washington University, Gonzaga, and Whitworth. Associate degree transfers to WSU-ICN are admitted through WSU, not through the other consortium institutions. EWU participated in the development of this agreement.

Community colleges agree:

- When awarding their degree developed to meet this agreement, they will designate it on the student's transcript as ASSOC IN PRE-NURSING DTA/MRP. Such a degree will meet all the requirements specified in this agreement and all the requirements of the direct transfer agreement (DTA). The colleges will recognize such degrees with an Exit Code of N.
- If Community Colleges find that changes to the MRP are needed, they will notify the Instruction Commission, which will, in turn, notify the Joint Access Oversight Group (JAOG). JAOG will review the changes, as detailed in the section below (review process posted on the HECB web site).
- Where the degree allows for student choice in classes, the published associate degree listing will include advice to students about contacting potential transfer institutions regarding their choices.

The participating baccalaureate institutions agree:

- Students completing associate degrees meeting this agreement who have also met any specific institutional GPA requirements will be regarded as having the minimum preparation for consideration for admission to a bachelor of science nursing program unless an exception is specifically noted in this agreement.
- Baccalaureate institutions will apply a minimum of 90 quarter credits required under this agreement to the credits required in the bachelor's degree, subject to the provisos in the ICRC DTA agreement.
- Baccalaureate institutions will each build an **alert mechanism** into their curriculum review process for changes related to the BSN.
 - The alert will go to the institution's or sector's JAOG member.
 - If the proposed change will affect lower division course taking, the JAOG member will bring the issue to JAOG attention for action to review or update this Major Ready Pathway Agreement.
- Prior to making changes in the admission requirements, institutions agree to participate in the JAOG-designed **review process** and to abide by the related implementation timelines (review process posted on the HECB web site).
- This statewide process applies only to changes¹ in the requirements for admission to the major. References to changes do not include changes in graduation requirements that are completed at the upper division or the GPA an institution may establish for admission to a program.

Associate in Pre-Nursing DTA/MRP

Generic DTA Requirements	Associate in Pre-Nursing Requirements	Notes
A. Basic Requirements 1. Communication Skills (10 credits)	10 quarter credits English composition	Northwest University and Walla Walla College require that the second English composition class be a research writing class.
2. Quantitative/Symbolic Reasoning Skills (5 credits) Intermediate Algebra Proficiency is required	5 quarter credits statistics (course that includes descriptive and inferential statistics) Intermediate Algebra Proficiency is required consistent with the requirement of all DTA degrees	UW Seattle and Seattle University require 10 credits in quantitative/symbolic reasoning with the additional class in college algebra or pre-calculus (at UW Seattle, a class in Logic also serves for the additional class).

¹ As judged by impact on students. This statewide process is called into play when potential majors need to complete specific courses not previously identified or present test results or information not included in the agreement.

Generic DTA Requirements	Associate in Pre-Nursing Requirements	Notes
<p>B. Distribution Requirements 1. Humanities (15 credits. Consistent with the requirements in all DTA degrees - no more than 10 credits per discipline area, 5 credits maximum in world languages or ASL. No more than 5 credits of performance/skills classes are allowed.)</p>	<p>5 quarter credits Public Speaking 10 quarter credits other humanities classes</p> <p>No more than 10 credits per discipline area, 5 credits maximum in world languages or ASL. No more than 5 credits of performance/skills classes are allowed.</p>	<p>In order to better prepare for successful transfer, students are encouraged to consult with the institution(s) to which they wish to transfer regarding the humanities courses that best support or may be required as prerequisites to their nursing curriculum.</p> <p>A curriculum that provides students with an understanding of and sensitivity to human diversity is encouraged (required by WSU). Credits in the humanities distribution area provide one opportunity for such a curriculum. See the humanities choices in the WSU “Diversity Course Identification Guidelines” for possible selection or choose courses that include minority, non- western, ethnic or other “area” studies.</p>
<p>2. Social Sciences (15 credits)</p>	<p>5 quarter credits Introduction to Psychology 5 quarter credits Human development across the life span (colleges often call this course Developmental Psychology) 5 quarter credits from the sociology discipline</p>	<p>Northwest University requires Cultural Anthropology and does not accept a course in the sociology discipline as a substitute. Students may be admitted to the BSN without Cultural Anthropology if they agree to complete the course at NU in the summer prior to the junior year.</p> <p>A curriculum that provides students with an understanding of and sensitivity to human diversity is encouraged (required by WSU). The credits in sociology provide one opportunity for such a curriculum. See the sociology choices in the WSU “Diversity Course Identification Guidelines” for possible selection or choose courses that include minority, non- western, ethnic or other “area” studies.</p>

Generic DTA Requirements	Associate in Pre-Nursing Requirements	Notes
3. Natural Sciences (minimum of 15 credits)	35 credits with at least 25 credits lab-based: 5 quarter credits General Biology, the course prerequisite to Anatomy/Physiology 10 quarter credits Anatomy and Physiology with lab 5 quarter credits Inorganic Chemistry with lab 5 quarter credits Organic/Biochemistry with lab (when Organic + Biochemistry are separate courses, both are required) 5 quarter credits Microbiology with lab 5 quarter credits Human Nutrition	<p>Introductory survey courses or review courses <u>do not meet</u> the content level expectations for these natural science requirements.</p> <p>Northwest University requires 2 credits of Genetics as well. Students may be admitted to the BSN without Genetics if they agree to complete the course at NU in the summer prior to the junior year.</p> <p>At the time of application when some of the course work may not yet be completed, UW Seattle requires a minimum GPA of 3.0 for 3 out of the 7 courses or 2.8 for 4 out of the 7</p>
C. Electives	Up to 10 additional quarter credits of which a maximum of 5 credits may be in college-level courses as defined by the community college, and the remainder shall be fully transferable as defined by the receiving institution.	<p>See notes under quantitative/symbolic reasoning, humanities, social science and natural science.</p> <p>A curriculum that provides students with an understanding of and sensitivity to human diversity is encouraged (required by WSU). The elective credits provide one opportunity for such a curriculum. See the choices in the WSU “Diversity Course Identification Guidelines” for possible course selection or select courses that include minority, non- western, ethnic or other “area” studies.</p>

Notes on Application to a University or College

1. Admissions application deadlines vary; students must meet the deadline for the university or universities to which they plan to apply for admission to transfer.
2. For admission to nursing as a major it is critical to note that grade point average requirements vary and admission is competitive across the several programs in Nursing.
3. Certain schools may have additional “university-specific” requirements that are not pre-requisites to admission to the Nursing major but will need to be completed prior to graduation or, as noted above for NU, prior to commencement of nursing courses. Contact with advisors from individual schools for institutional requirements is highly recommended since this DTA may not

meet every institution-specific graduation requirement. NU, for example requires Old Testament and New Testament in the summer prior to beginning nursing classes.

4. Certain schools may have additional “university-specific” requirements for admission to the institution that are not pre-requisites specifically identified in the DTA requirements. UW Seattle, for example, requires 10 credits of a world language if the applicant has not completed two years of a single language in high school; PLU requires a year of a foreign language at the college level, if two years of high school foreign language has not been completed.

Associate Degrees developed under this agreement shall:

- Meet the requirements of the statewide Direct Transfer Agreement as it applies to both institutions party to this agreement and other institutions party to the statewide DTA agreement. If admitted to the baccalaureate institution, students will have junior standing. Student seeking admission to **public institutions** will be given priority in the admission decision for admission to the institution over similarly qualified transfer applicants without a Direct Transfer Associate degree. Admission to an institution does not guarantee admission to a specific program or major.
- Be issued only to students who have earned a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution. Specific grade requirements vary from course to course and among transfer institutions. Students must check with the transfer institution. **Note that admission to the BSN upper division nursing programs is very competitive; therefore, no particular GPA can guarantee admission to any specific nursing program.**

**THIS DOCUMENT RECORDS THE PRE-NURSING DTA MRP AGREEMENT.
IT IS NOT INTENDED TO SERVE AS AN ADVISING TOOL FOR STUDENTS.**

**Pre-Nursing DTA/MRP
Statewide Major Ready Pathway (MRP)
Participants to the Agreement**

The Joint Access Oversight Group (JAOG) reviewed this agreement on May 2, 2005 and forwarded it for approval by the chief academic officers of the public and private baccalaureate institutions offering the BSN program and the Instruction Commission representing the chief academic officers of the public community and technical colleges.

Instruction Commission, on behalf of the Washington State Community and Technical Colleges - May 19, 2005

Northwest University Date

Seattle University
Date _____

Seattle Pacific University Date

Pacific Lutheran University Date

University of Washington, Seattle
Date

Walla Walla College
Date _____

Washington State University for _____ Date _____
Washington State University-Intercollegiate College of Nursing

Community Colleges Offering the Pre-Nursing DTA/MRP Associate Degree
(to be completed about 1 year after the agreement is signed as colleges approve their degrees)

_____	_____
College	Date of approval of degree
_____	_____
College	Date of approval of degree
_____	_____
College	Date of approval of degree

Etc.

Pre-Nursing Work Group Participants

Co-Chairs: Stu Barger, Everett Community College and Mary Baroni, University of Washington, Bothell

Community and Technical Colleges:

Maurice McKinnon, Bellevue	Stu Barger, Everett	Keith Ries, Spokane
Sharon Buck, Cascadia	Julie Short, Green River	Gary Blevins, Spokane Falls
Nola Ormrod, Centralia	Marca Davies, Peninsula	Kathy Ashworth, Yakima Valley
Geary Greenleaf, Lower Columbia	Heather Stephen-Selby, Renton	Rhonda Taylor, Yakima Valley
Rick Rausch, Clark	Pat Ward, SBCTC	

Baccalaureate Institutions:

Peggy Peterson, Eastern Washington University and Intercollegiate College of Nursing (WSU-ICN)	Maureen Niland, Seattle University	Carolyn Denny, Walla Walla College
Audrey Cox, Pacific Lutheran University	Mary Baroni, University of Washington, Bothell	Dorothy Detlor, Washington State University Intercollegiate College of Nursing (WSU-ICN)
Ruth Adams, Seattle Pacific University	Susan Woods, University of Washington, Seattle	Anne Hirsch, Washington State University Intercollegiate College of Nursing (WSU-ICN)
Emily Hitchens, Seattle Pacific University	Marjorie Dobratz, University of Washington, Tacoma	

Cynthia Morana, Council of Presidents Violet Boyer, Independent Colleges of Washington

Higher Education Coordinating Board: Nina Oman Workforce Training & Education Coordinating Board: Madeleine Thompson

Joint Access Oversight Group Members

Mary Chikwinya, Pierce College Puyallup, co-chair
Jane Sherman, Washington State University, co-chair
Bill Eaton, Peninsula College
Ivan Gorne, Highline Community College,
Ron Leatherbarrow, Bellevue Community College
Diane Martin, Green River Community College
Patricia Onion, Whatcom Community College,
Pam Praeger, Spokane Falls Community College
Linda Beath, Central Washington University
Kris Bulcroft/Susan Mancuso, Western Washington University
Kim Johnson-Bogart, University of Washington
Ron Dalla, Eastern Washington University
Steve Hunter, The Evergreen State College
Brad Tomhave, University Puget Sound
Michael Bratenan, Pacific Lutheran University
Violet Boyer, Independent Colleges of Washington
Jan Yoshiwara and Loretta Seppanen, SBCTC
Cynthia Morana, Council of Presidents
Nina Oman, HECB – Ex officio

December 5, 2005
Statewide Elementary Education DTA Major Ready Pathway (MRP) Agreement

This pathway is applicable to students planning to prepare for upper division elementary education major.

As of January 2006 this document represents a new agreement between the following baccalaureate institutions offering Elementary Education bachelor's degrees and the community and technical colleges system. Baccalaureate institutions party to this agreement are: CWU, EWU, WSU, WWU, Gonzaga, Heritage, PLU, SMU, SPU, WWC, and Whitworth.

Community colleges agree:

- When community colleges award their DTA consistent with this agreement, they will designate it on the student's transcript as an Associate in Elem Ed DTA/MRP. Such a degree will meet all the requirements specified in this agreement and all the requirements of the DTA. The colleges will recognize such degrees with an Exit Code of E and CIP of 13.1202 (or leave CIP blank) for use by SBCTC for tracking reporting purposes.
- If community colleges find that changes to the MRP are needed, they will notify the Instruction Commission, which will, in turn, notify the Joint Access Oversight Group (JAOG). JAOG will review the changes, as detailed in the section below (review process posted on the JAOG web site <http://www.sbctc.ctc.edu/transfer/jaog.asp>).
- Where the degree allows for student choice in classes, the published associate degree listing will include advice to students about contacting potential transfer institutions regarding their choices.

The participating baccalaureate institutions agree:

- Students completing the associate degrees meeting this agreement who have also met any specific institutional GPA requirements will be regarded as having the minimum preparation for consideration for admission to the various elementary education majors unless an exception is specifically noted in this agreement.
- Baccalaureate institutions will apply a minimum of 90 quarter credits required under this agreement to the credits required in the bachelor's degree, subject to the provisos in the ICRC DTA agreement.
- Baccalaureate institutions will each build an **alert mechanism** into their curriculum review process for changes related to the prerequisites for the elementary education degree.
 - The alert will go to the institution's or sector's JAOG member.
 - If the proposed change will affect lower division course taking, the JAOG member will bring the issue to JAOG attention for action to review or update this Major Ready Pathway Agreement.

- Prior to making changes in the admission requirements, institutions agree to participate in the JAOG-designed **review process** and to abide by the related implementation timelines (review process posted on the JAOG web site <http://www.sbctc.ctc.edu/transfer/jaog.asp>).
- This statewide process applies only to changes² in the requirements for admission to the major. References to changes do not include changes in graduation requirements that are completed at the upper division or the GPA an institution may establish for admission to a program.

JAOG agrees:

- JAOG will notify the Higher Education Coordinating Board (HECB) of the review and of subsequent changes made to the agreement.

Associate in Elementary Education DTA/MRP

Generic DTA Requirements	Associate in Elementary Education DTA/MRP
I. Be issued only to students who have earned a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution.	Minimum grade-point average requirements are established by each institution. (Meeting the minimum requirements does not guarantee admission.) <i>Note: WAC 180-82A-204 Endorsement requirements. ... (5) Only course work in which an individual received a grade of C (2.0) or higher or a grade of pass on a pass-fail system of grading shall be counted toward the course work required for the approved endorsement program.</i>
II. Be based on 90 quarter hours of transferable credit including:	It is recommended that all courses be designed to address the WAC knowledge, skill, and inquiry competencies for teachers described in the Washington State Endorsement Competencies for Elementary Education (section 2.3).
1. <u>Communication Skills</u>	10 credits English Composition
2. a. <u>Quantitative/Symbolic Reasoning Skills</u>	9-15 quarter-based credits of math content at the lower division level must include number theory, geometry, probability and statistics, with a focus on the development of mathematical concepts in elementary education curriculum. These credits will be accepted by the baccalaureate institutions as fulfilling the lower division math requirements in the Direct Transfer Agreement (DTA) and any additional math credits which may go beyond those requirements will be accepted as electives.

² As judged by impact on students. This statewide process is called into play when potential majors need to complete specific courses not previously identified or present test results or information not included in the agreement.

Generic DTA Requirements	Associate in Elementary Education DTA/MRP
2. b. <u>Intermediate Algebra Proficiency</u>	Intermediate Algebra proficiency is required.
3. <u>Humanities</u> ¹	<p><i>15-20 credits in Humanities include:</i></p> <p><i>Required</i> 3-5 credits public speaking 5 credits US History (might be a Social Science at some community colleges).</p> <p><i>Recommended</i> 7-12 credits from the following list: art, music, literature, or drama/theater.</p>
4. <u>Social Sciences</u> ¹	<p><i>20 credits in Social Sciences, representing at least 3 disciplines, include:</i></p> <p><i>Required</i> 5 credits World Civilization or non-Western History,</p> <p><i>Recommended</i> 15 credits from the following list: Economics, Geography, Political Science, Psychology, or additional History.</p> <p>Integrated coursework covering several of these topics is encouraged.</p> <p>Note: WSU, CWU, & SM require developmental (lifespan) psychology</p>
5. <u>Natural Sciences</u>	<p><i>15 credits in Natural Sciences include:</i> 5 credits Biological sciences 5 credits Geology or Earth Science 5 credits physical sciences (Chemistry or Physics) two of the above with lab</p> <p>Up to 15 credits of this coursework can be through integrated science coursework that incorporates at least half of the endorsement competencies in the above areas.</p>

Generic DTA Requirements	Associate in Elementary Education DTA/MRP
Other	<ul style="list-style-type: none"> ◦ The baccalaureate institutions will accept 5 quarter credits of education-specific professional introduction coursework, if the coursework meets the following Washington endorsement competencies for Elementary Teachers: <ul style="list-style-type: none"> - an exploration of the historical, philosophical and social aspects of elementary education - an evaluation from the field site supervisor observing the student's work with children - awareness of the certification process in the state of Washington ◦ A minimum of 30 hours of K-8 classroom experience must be included during the degree program. ◦ 3-5 credits in gender/culture coursework ◦ Students should be able to demonstrate computer literacy in software programs including word processing, PowerPoint, spreadsheets, in addition to being proficient on the Internet. These skills may be demonstrated through a portfolio of files gathered during their education course work. ◦ Although not required for this degree, students should be advised they must take the WEST-B in order to apply to teacher preparation programs.
Electives Other college-level courses, of which a maximum of 15 credits may be in college-level courses as defined by the community college and the remainder shall be fully transferable as defined by the receiving institution.	<p><i>When students seek to take additional courses, selecting electives from this list is recommended:</i></p> <p>Additional content courses (e.g., social sciences, humanities, sciences, mathematics) designed to meet endorsement competencies and/or academic majors.</p> <p>Additional credits for field experience or practica may count toward electives in this degree.</p>
NOTES	<ul style="list-style-type: none"> ◦ Community colleges are encouraged to be familiar with the new Washington State Endorsement Competencies for Elementary Education and the Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) for K-8 students, with attention to human diversity, when developing courses that will be targeted for future elementary teachers.

**Statewide Major Ready Pathway (MRP)
Participants to the Agreement**

The Joint Access Oversight Group (JAOG) reviewed this agreement on December 5, 2005 and forwarded it for approval by the chief academic officers of the public and private baccalaureate institutions offering the elementary education bachelor's degree program and the Instruction Commission representing the chief academic officers of the public community and technical colleges.

Approved by the Instruction Commission, on behalf of the Washington State Community and Technical Colleges, November 3, 2005

Approved by the Baccalaureate Institutions:

Date _____
Dean, Central Washington University

Date _____
Provost/Chief Academic Officer. Central Washington University

Date _____
Dean, Eastern Washington University

Date _____
Provost/Chief Academic Officer. Eastern Washington University

Date _____
Dean, Washington State University

Date _____
Provost/Chief Academic Officer. Washington State University

Date _____
Dean, Western Washington University

Date _____
Provost/Chief Academic Officer. Western Washington University

Date _____
Dean, Gonzaga University

Date _____
Provost/Chief Academic Officer. Gonzaga University

Date _____

Dean, Heritage University

Provost/Chief Academic Officer. Heritage University

Date _____

Dean, Pacific Lutheran University

Date _____

Provost/Chief Academic Officer, Pacific Lutheran University

Date _____

Dean, Saint Martin's University

Date _____

Provost/Chief Academic Officer. Saint Martin's University

Date _____

Dean, Seattle Pacific University

Date _____

Provost/Chief Academic Officer. Seattle Pacific University

Date _____

Dean, Walla Walla College

Provost/Chief Academic Officer. Walla Walla College

Date _____
Dean, Whitworth College

Date _____

Provost/Chief Academic Officer. Whitworth College

**Community Colleges Offering the Elementary Education DTA/MRP Associate Degree
(to be completed about 1 year after the agreement is signed as colleges approve their degrees)**

_____,
College _____, **Date of approval of degree** _____

_____,
College _____, **Date of approval of degree** _____

_____,
College _____, **Date of approval of degree** _____

Associate in Elementary Education DTA/MRP Work Group Participants

Co-Chairs: Valerie Appleton/Stephanie Salzman, Ruth Adams, Greg Brazell

Community and Technical Colleges:

Margaret Turcott
Mary Pack
Dale Hensley
Steve Kinholt
Leslie Heizer
Alice Madsen
Kathy Oberg
Ann Williamson

Mary Garguile
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Amy Lopes-Wasson
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Mary Skinner
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Sally Holloway
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Violet Boyer, Independent Colleges of Washington

Cindy Morana, Council of Presidents

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Jane Sherman, Washington State University, co-chair
Bill Eaton, Peninsula College
Ivan Gorne, Highline Community College,
Ron Leatherbarrow, Bellevue Community College
Susan Tinker, Skagit Valley Community College
Patricia Onion, Whatcom Community College,
Pam Praeger, Spokane Falls Community College
Linda Beath, Central Washington University
Kris Bulcroft/Susan Mancuso, Western Washington University

Deborah Wiegand, University of Washington
Larry Briggs, Eastern Washington University
Steve Hunter, The Evergreen State College
Brad Tomhave, University Puget Sound
Michael Bartenan, Pacific Lutheran University
Violet Boyer, Independent Colleges of Washington
Jan Yoshiwara and Loretta Seppanen, SBCTC
Cynthia Morana, Council of Presidents
Andi Smith, HECB – Ex officio

Fall 2005

Statewide Engineering AS-T Track 2 Major Ready Pathways (MRP) Agreement

These pathways are applicable to students planning to prepare for various engineering majors at universities in Washington.

This document represents agreement regarding expanded detail for the existing Associate in Science- Transfer, Track 2 between the baccalaureate institutions offering engineering bachelor's degrees and the community and technical colleges system. Baccalaureate institutions party to this agreement are: UW Seattle, WSU, EWU, Gonzaga, Henry Cogswell, Saint Martin's U, Seattle Pacific U, Seattle U, Walla Walla College.

Community colleges agree:

- When community colleges list the AS-T, track 2 in their publications, they will provide the expanded detail shown below regarding the three major pathways in the field of engineering while retaining the current AS-T, track 2 description for purposes of students majoring in computer science, physics and atmospheric sciences.
- When community colleges award the AS-T degree for engineering students following these expanded details, rather than using AS-T #2 on the transcript, colleges will designate completion as follows for clarity on the transcript and use by SBCTC for tracking reporting purposes:
 - AS-T Bio/Chem E/MRP. Exit Code of O and CIP of 14.0701 (or leave CIP blank)
 - AS-T Comp E EE/MRP Exit Code of P and CIP of 14.1001 (or leave CIP blank)
 - AS-T Other Engineer/MRP Exit Code Q and CIP of 14.1901(or leave CIP blank)
- If community colleges find that changes to the MRP are needed, they will notify the Instruction Commission, which will, in turn, notify the Joint Access Oversight Group (JAOG). JAOG will review the changes, as detailed in the section below (review process posted on the JAOG web site <http://www.sbctc.ctc.edu/transfer/jaog.asp>).
- Where the pathway lists student choice in engineering classes, the published associate degree listing will include advice to students about contacting potential transfer institutions regarding their choices.

The participating baccalaureate institutions agree:

- Students completing the AS-T, track 2 degrees, including those who follow these expanded details will, if admitted to the university, be admitted as juniors with the all or most prerequisites for the specific engineering major completed (depending on choices made among engineering electives) and with lower division general education courses partially completed in a manner similar to the partial completion by freshmen-entry engineering students.
- The same 2.0 GPA requirement that applies to AST in general applies to these expanded details pathways. Engineering programs are competitive and may require a higher GPA overall or a higher GPA in specific courses.

- Baccalaureate institutions will apply up to 110 credits quarter credits required under this agreement to the credits required in the bachelor's degree, subject to institutional policy on the transfer of lower division credits.
- Baccalaureate institutions will each build an **alert mechanism** into their curriculum review process for changes related to the prerequisites for the engineering degree.
 - The alert will go to the institution's or sector's JAOG member.
 - If the proposed change will affect lower division course taking, the JAOG member will bring the issue to JAOG attention for action to review or update this Major Ready Pathway Agreement.
- Prior to making changes in the admission requirements, institutions agree to participate in the JAOG-designed **review process** and to abide by the related implementation timelines (review process posted on the JAOG web site <http://www.sbctc.ctc.edu/transfer/jaog.asp>).
- This statewide process applies only to changes³ in the requirements for admission to the major. References to changes do not include changes in graduation requirements that are completed at the upper division or the GPA an institution may establish for admission to a program.

The Joint Access Oversight Group (JAOG) will:

- When undertaking a review of possible changes in the pathway, JAOG will notify the HECB of the review and of subsequent changes made to the agreement.

Associate in Science –Transfer, Track 2 Expanded Detail for Engineering MRPs

Engineering is a broad discipline and one pathway will not fit the requirements for all of the sub-disciplines contained within engineering. Therefore, these pathways within the Associate of Science – Transfer, Track2 Degree are designed for the following major areas:			
Associate of Science – Transfer, Track 2 Degree Requirements	Bioengineering and Chemical pre-Engineering (BIO and CHEM E) Pathway	Computer and Electrical pre-Engineering (Comp E and EE) Pathway	Mechanical/Civil/Aeronautical/ Industrial/ Materials Science/ pre- Engineering (Other Engineering) Pathway
<u>Communication Skills (Min. 5 quarter credits)</u> College level composition course.	Communication Skills College Writing - <i>5 credits</i>	Communication Skills College Writing - <i>5 credits</i>	Communication Skills College Writing - <i>5 credits</i>
<u>Mathematics (10 quarter credits)</u> Two courses at or above introductory calculus	Mathematics Calculus 1,2,3 - <i>15 credits</i> Differential Equations - <i>3 - 5 credits</i>	Mathematics Calculus 1,2,3 - <i>15 credits</i> Differential Equations - <i>3 - 5 credits</i>	Mathematics Calculus 1,2,3 - <i>15 credits</i> Differential Equations - <i>3 - 5 credits</i>

³ As judged by impact on students. This statewide process is called into play when potential majors need to complete specific courses not previously identified or present test results or information not included in the agreement.

level. Third quarter calculus or approved statistics course: 5 quarter credits chosen with the help of an advisor based on the requirements of the specific discipline at the baccalaureate institution the student plans to attend.		Linear Algebra - <i>5 credits</i>	Linear Algebra - <i>5 credits</i>
<u>Computer programming (4 quarter credits)</u> course chosen with the help of an advisor based on the requirements of the specific discipline at the baccalaureate institution the student plans to attend.	Computer Programming Computer Programming for Engineers - <i>4 - 5 credits</i>	Computer Programming Computer Programming for Engineers - <i>4 - 5 credits</i> (language required by different institutions may vary)	Computer Programming Computer Programming for Engineers - <i>4 - 5 credits</i>
<u>Physics (15 quarter credits)</u> Calculus-based or non-calculus based sequence including laboratory. Students should be advised that some baccalaureate programs require physics with calculus.	Science Engineering Physics 1,2,3 + labs - <i>15 - 18 credits</i> General Chemistry 1,2,3 + labs - <i>15 - 18 credits</i>	Science Engineering Physics 1,2,3 + labs - <i>15 - 18 credits</i> General Chemistry 1 + lab - <i>5 - 6 credits</i>	Science Engineering Physics 1,2,3 + labs - <i>15 - 18 credits</i> General Chemistry 1,2 + labs - <i>10 - 12 credits</i>
<u>Chemistry with laboratory (5 quarter credits)</u> required for Engineering majors. Others should select 5 credits of science based on advising.	Organic Chemistry 1 + lab - <i>4 - 6 credits</i> Organic Chemistry 2 or Biology for Science Majors + labs - 4 - 6 credits		
<u>Other Pre-major Prerequisites & Electives</u> The remaining 31 quarter credits should be planned with the help of an advisor based on the requirements of the specific discipline at the baccalaureate institution the student selects to attend. For Engineering disciplines, these credits should include a design component consistent with ABET accreditation standards.	Engineering (select 2)* - 10 credits <u>Select 2 Electives as appropriate for intended major and intended bachelor's institution:</u> Linear Algebra Calculus 4 (Advanced or Multi-variable Calculus) Technical Writing Electrical Circuits Thermodynamics Chemical Process, Principles and Calculations Biology for Science Majors I + labs Biology for Science Majors II + labs	Engineering Required (8-10 cr) • Electrical Circuits - <i>4 - 5 credits</i> • A second course in Computer Programming- object oriented - <i>4-5 credits</i> Math, Science & Engr. Electives (select 4)* - 20 credits *Select 4 Electives as appropriate for intended major and intended bachelor's institution: Innovation in Design Calculus 4 (Advanced or Multi-variable Calculus)	Engineering Required (15 cr) • Statics - <i>5 credits</i> • Mechanics of Materials - <i>5 credits</i> • Dynamics - <i>5 credits</i> • Math/Engr Electives (Select 3)* - <i>15 credits</i> <u>Select 3 Electives(15 credits) as appropriate for intended major and intended bachelor's institution:</u> Innovation in Design Calculus 4 (Advanced or Multi-

	Organic Chemistry 2 + labs	Technical Writing Statics Thermodynamics Digital Logic Computer Programming II Biology for Science Majors I + labs	variable Calculus) 3-D Visualization and CAD (Engineering Graphics) Technical Writing Thermodynamics Electrical Circuits Materials Science
<u>Humanities / Fine Arts / English and Social Science (15 credits)</u> Minimum 15 quarter credits: Minimum 5 credits in Humanities, minimum 5 credits in Social Science, plus an additional 5 credits in either Humanities or Social Science for a total of 15 credits. Courses taken must come from the current ICRC distribution list in order to count as General Education or General University Requirements (GER's/GUR's) at the receiving institution. Additional general educational requirements, cultural diversity requirements, and foreign language requirements, as required by the receiving institution, must be met prior to the completion of a baccalaureate degree.	Arts, Humanities and Social Sciences Three Electives (min. 5 credit from among each English, Fine Arts, Humanities, Social Science) - 15 credits A course in Economics is recommended. Humanities and social sciences courses taken at the CC to meet these requirements will be accepted toward the humanities and social science requirements at the receiving institution	Arts, Humanities and Social Sciences Three Electives (min. 5 credit from among each English, Fine Arts, Humanities, Social Science) - 15 credits A course in Economics is recommended. Humanities and social sciences courses taken at the CC to meet these requirements will be accepted toward the humanities and social science requirements at the receiving institution	Arts, Humanities and Social Sciences Three Electives (min. 5 credit from among each English, Fine Arts, Humanities, Social Science) - 15 credits A course in Economics is recommended. Humanities and social sciences courses taken at the CC to meet these requirements will be accepted toward the humanities and social science requirements at the receiving institution
	Total Maximum Credits 90 - 103	Total Maximum Credits 95 - 104	Total Maximum Credits 102 – 110

No community college currently offers the Chemical Process, Principles and Calculations listed as an engineering elective in the Bio and Chem E pathway and only a few colleges offer the Digital Logic in the Comp E and EE or the Electrical Circuits in the Other Engineering pathway. WCERTE is considering regionally coordinated offering of these and other infrequently available engineering course. A subgroup of the workgroup looking at the feasibility of online and/or mixed mode development and offering of these courses.

Statewide Major Ready Pathway (MRP) - Participants to the Agreement

The Joint Access Oversight Group (JAOG) reviewed this agreement on October 5, 2005 and forwarded it for approval by the chief academic officers and engineering deans of the public and private baccalaureate institutions offering the engineering program and the Instruction Commission representing the chief academic officers of the public community and technical colleges.

Approved by the **Instruction Commission, on behalf of the Washington State Community and Technical Colleges** on Date

Approved by the Baccalaureate Institutions:

_____ Dean,	_____ Date	_____ Provost/Chief Academic Officer	_____ University of Washington	_____ Date
_____ Dean,	_____ Date	_____ Provost/Chief Academic Officer	_____ Washington State University	_____ Date
_____ Dean,	_____ Date	_____ Provost/Chief Academic Officer	_____ Eastern Washington Univ.	_____ Date

Community Colleges Offering the pre-Engineering MRP Associate Degree
(to be completed about 1 year after the agreement is signed as colleges approve their degrees)

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College		Date of approval of degree

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College		Date of approval of degree

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College		Date of approval of degree

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College		Date of approval of degree

Engineering AS-T/MRP Workgroup Participants

Co-Chairs: Robert (Bob) Olsen and Jeff McCauley

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Chris Byrne
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Baccalaureate Institutions:

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Violet Boyer, Independent Colleges of
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Jane Sherman, Washington State University,
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Ivan Gorne, Highline Community College,
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Patricia Onion, Whatcom Community College,

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